



# **Signal Hill Elementary**

School Plan for Student Achievement  
2025-2026

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.

**The SPSA contains the following:**

**Needs Assessment-**

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

**Accountability Measure I: Increase Achievement-**

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

**Goal 1: Reading: Proficiency**

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC (Smarter Balanced Assessment System) will grow from 48% in June 2023 to 70% by June 2028.

**Goal 2: Reading: Acceleration**

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

**Goal 3: Algebra Proficiency**

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

**Goal 4: College & Career Readiness**

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

**DCAC Recommendations:**

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**DELAC Recommendations:**

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.  
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 U.S.C. § 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities.  
20 U.S.C § 6318

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

SBAC results yielded the following data:

- \* 51% of All Signal Hill 3rd-5th grade scholars scored at the Met/Exceeded level on the 24-25 SBAC. This % exceeded the LBUSD average for elementary schools by 1%.
- \* Gr. 4 students (51% Met/Exceeded) increased 7% on ELA SBAC from 23-24, while Grade 3 (46% met/exceeded) yielded a 5% decrease compared to 23-24. Gr. 5 students (56% Met/Exceeded) yielded a decrease of 8% from the previous school year.
- \* Cohorts on SBAC ELA either held consistent [3rd-->4th (51%-->51%)] or yielded a significant increase [4th--> 5th (44%-->56%)] from 23-24 to 24-25.
- \* i-Ready scores yielded 45.2% of Signal Hill Scholars attaining Early/Above grade level status. EL students yielded 33% proficiency, while Black students showed a proficiency rate of 31.4%

The standardized data gathered during 2023-2024 centered around FRSA skills in the primary grades. Significant findings include:

- \* The overall percent of K-2 students who were proficient on FRSA showed an increase of 9% from 52% to 61% from 23-24 to 24-25. When compared to the District averages, however Signal Hill students yielded 9% lower proficiency compared to other LBUSD elementary schools.
- \* Kindergarten students yielded proficiency scores of 73%, an increase of 4% from 23-24
- \* Grade 1 students yielded 49% proficiency in overall FRSA
- \* Grade 2 students overall proficiency was at 60% in overall FRSA.

English Learner - The average score of 108 English Learner students was -2 points away from meeting grade level standards on ELA SBAC for the 2024 schoolyear. This was about a 24 point increase from the prior year. Next Steps:

1. Data Monitoring: From "Limited English" to "Proficiency Levels"

Action: Analyze formative assessments to identify specific areas of need.

EL Focus: Cross-reference ELA data with Language Proficiency Levels (e.g., Emerging, Expanding, Bridging).

Strategy: Determine if a struggle in "Daily Language Acquisition" is a lack of Academic knowledge or a Language Function issue (e.g., the student knows the answer but doesn't have the words to compare or contrast).

The "Error Analysis" Protocol: Distinguish between a "reading mistake" and a "language transfer" mistake (e.g., a student omitting the "-s" on a third-person verb because it doesn't exist in their home language).

2. Intervention: Oral Language Rehearsal (Tier 2)

Action: Integrated whole group strategies and Designated Tier 2 small-group instruction during the school day.

EL Focus: Prioritize Integrated and Designated English Language Development (ELD). Where the language standards take the forefront. EL's need to listen, speak, read and write. Those are the 4 domains tested on the ELPAC

Strategy: \*Sentence Frames & Starters: Don't just ask a student to "explain their thinking." Provide a frame: "I noticed that the character \_\_\_\_\_ because \_\_\_\_\_."

Total Physical Response (TPR): Use gestures and movements during the "Daily Decoding Routine" to attach meaning to sounds (e.g., miming "jumping" when decoding the word jump).

Interactive Word Walls: Ensure small groups use a wall that includes images, the word in English, and the word in the student's home language.

3. Incentives: Celebrating "Language Risk-Taking"

Action: Verbal, Written, and/or Tangible recognition for growth.

EL Focus: Reward the courage to communicate. Learning a new language is socially and emotionally exhausting.

Socioeconomically Disadvantaged - The average score of 274 disadvantaged students was -5.2 point away from meeting grade level standards in ELA SBAC for the 2024 schoolyear. This was a decrease of -1.4 in the prior year. Next Steps:

1.Data Monitoring: Identifying Barriers, Not Just Weakness

Action: Analyze formative assessments to identify specific areas of weakness (Fluency, Decoding, etc.).

SED Focus: Cross-reference academic data with "Barriers to Learning" (e.g., attendance patterns or access to materials).

2. Intervention: High-Value, Resource-Rich Tier 2

Action: Tier 2 small-group instruction during the school day, coached by the ELA Lead.

SED Focus: Prioritize "Knowledge Wealth." Students from lower socioeconomic backgrounds often have fewer opportunities to build their background knowledge fewer opportunities for travel or specialized extracurriculars, which impacts reading comprehension.

Strategy: \* Background Knowledge Scaffolding: Use Tier 2 time to provide "Virtual Field Trips," short videos, or hands-on artifacts related to the ELA unit to build the mental "hooks" needed for comprehension.

Resource Alignment: Ensure small groups have high-quality, physical books they can keep or "check out" to build their own home libraries.

Scaffolding for Independence: Teach "Metacognitive Strategies" (thinking about thinking) so students can navigate complex texts independently when a teacher isn't available.

3. Incentives: Asset-Based Recognition & Community Connection

Action: Verbal, Written, and/or Tangible recognition for growth.

SED Focus: Shift from "Compliance Rewards" to "Mastery & Identity Rewards." \* Strategy:

Growth Portfolios: Use "Success Folders" where students track their own progress in fluency or decoding. The incentive is the visual proof of their own growth, which builds academic self-efficacy.

Public/Social Recognition: Use "Positive Phone Calls Home" or "Growth Postcards." For SED families, school communication is often negative (concerning behavior or attendance); changing this narrative builds a powerful home-school partnership.

Experience-Based Incentives: Instead of just "trinkets," offer incentives like "Guest Reader" status in a lower grade or "Special Helper" roles that build

leadership and status within the school community.

Students with Disabilities - The average score of 51 students is -107.4 points away from meeting grade level standards in ELA SBAC for the 2024 schoolyear. This was a decrease of about -5 points from the prior year. Next Steps:

1. IEP Alignment: Standards-Based Goal Integration

Action: Map IEP goals to specific ELA standards where students struggled on the SBAC.

Enhancement: Focus on "Prerequisite Standards." If a student struggled with "Citing Evidence" (a 4th-grade standard), ensure their IEP goal targets the foundational skill (e.g., "Identifying Main Idea" or "Oral Expression of Facts") that serves as the bridge.

Strategy: Create a "Standard-to-Goal Crosswalk" for teachers. This ensures that during the 20-minute small group block, the teacher is simultaneously working on the grade-level standard and the student's specific IEP goal.

2. Multi-Sensory Literacy

Action: Implement research-based, intensive small-group reading programs.

Enhancement: Ensure instruction is Simultaneous Multi-Sensory. This means students are seeing, hearing, touching, and moving at the same time (Visual, Auditory, Kinesthetic, and Tactile).

Strategy: Students "sky-write" the letters (large motor movement), trace them on a textured surface (tactile), and say the sounds aloud (auditory).

3. Assistive Technology: Access to "Complex Text"

Action: Increase "Speech-to-Text" and "Text-to-Speech" tool usage.

Enhancement: Frame AT as a "Cognitive Ramp." Just as a wheelchair ramp provides access to a building, AT provides access to the "Building Knowledge" ELA routine.

Strategy: \* Ear Reading vs. Eye Reading: Allow students to use Text-to-Speech to "read" grade-level complex texts so they can participate in high-level class discussions.

Graphic Organizers: Pair Speech-to-Text with digital graphic organizers to help students with "Executive Functioning" or "Dysgraphia" organize their thoughts before "writing."

4. Progress Monitoring: "Decision Rules" for Intervention

Action: Use bi-weekly "check-ins" to progress monitor

Enhancement: Establish "Data Decision Rules." Data is only useful if it triggers an action.

African American - The average score of 58 students was 26.6 points away from meeting grade level standards for the 2024 schoolyear. This was a decrease of about -2 points from the prior year.

Next Steps:

1. Standard Alignment: Rigor & Representation

Action: Review the specific standards where students struggled most.

Equity Focus: Analyze the root cause of the struggle. Is it the skill itself, or is it a lack of "background knowledge" or "cultural connection" to the texts being used?

Strategy: When targeting weak non proficient standards, use "High-Interest, Culturally Mirroring" texts. African American students are more likely to engage with complex standards when the content reflects Black brilliance, history, and modern excellence.

### 2. Small Group Instruction: Strategic & Communal Learning

Action: Use the 58 -student roster to create flexible groups for 20 minutes a day.

Equity Focus: Shift from "Deficit-Based" grouping to "Skill-Plus-Strength" grouping. Ensure that these 20 minutes include "Communal Learning"—allowing students to discuss and debate ideas rather than just working silently on worksheets.

Strategy: Implement "Oral Language Pre-Loading." Since African American oral traditions are rich and complex, allow students to "talk through" their reasoning or summarize a text orally before they are asked to write or decode. This builds a cognitive bridge to the standard.

### 3. Professional Development: SoR through an Equity Lens

Action: Intensive focus on the Science of Reading (SoR) and QCI Trainings.

Equity Focus: Ensure SoR training includes Linguistic Awareness. Educators should understand that many African American students navigate "Language Variation" (such as African American Vernacular English or AAVE).

Strategy: Use "Code-Meshing" strategies. Instead of correcting a student's home language as "wrong," teachers should treat it as a different "code" and show how it translates to "Academic English." This protects the student's identity while teaching the Science of Reading.

Hispanic - The average score of 166 students was -10.5 points away from meeting grade level standards for the 2024 schoolyear. This was a decrease of about -7 points from the prior year.

Next Steps:

### 1. Standard Alignment: Linguistic Demand Analysis

Action: Review standards where students struggled most.

Hispanic/EL Focus: Conduct a Linguistic Demand Analysis. Instead of just identifying "Main Idea" as a need, determine if the struggle is the concept or the language complexity (e.g., vocabulary, idioms, or complex sentence structures).

Strategy: Identify "Cross-Linguistic Transfer" points—areas where Spanish literacy skills can be leveraged to master English standards (e.g., understanding Greek/Latin roots common in both languages. For example, Port - To carry - Transport - Transportar.

### 2. Small Group Instruction: Linguistically Responsive Grouping

Action: Use the 166-student roster to create small, flexible groups (3–5 students) for 20 minutes daily.

Strategy: During these 20 minutes, prioritize "Sentence Frames" and "Academic Conversations." Hispanic students often need to speak the answer before they can write it. Ensure Tier 2 support includes Translanguaging allowed for sense-making.

### 3. Professional Development: The Science of Reading for MLLs

Action: Intensive focus on the Science of Reading (SoR) and QCI Trainings.

Hispanic/EL Focus: Train teachers on the "Comprehensive Literacy" model. For Hispanic students, SoR must include a heavy emphasis on Vocabulary and Background Knowledge, not just Phonics.

## ELA Goals

- \* Increase the percentage of students in Grades 3–5 who meet or exceed grade-level standards on the state ELA SBAC assessment from 52% to 62% by June 2026.
- \* Increase the percentage of students in Grades TK–2 who score “Meet” or “Exceed” on the Spring Foundational Reading Skills Assessment (FRSA) by June 2026.  
--> Grade Levels: TK–2 (Combined) Target Percentage: 75%
- \* Increase the percentage of students in Grades 1–5 who score “Met” or “Exceed” on the Fluency Assessment from 66% to 73% by June 2026.

Analysis - Through careful and thorough analysis of the 2024-2025 data available to admin and in conjunction with LBUSD Signal Hill's team has determined that the areas of academic focus for all TK-2 students will continue to be in the area of ELA and specifically in Direct Phonics instruction (DDR) and Fluency. Throughout the 24-25 school year all TK-2 teachers actively participated in Quality Core Instruction (QCI) release days led by curriculum leads in OCIPD, as well as site leads at Signal Hill. Teachers will continue to incorporate this learning when teaching students the multiple Foundational Reading Skills. Increased focus in direct phonics instruction should result in accelerated student achievement in iReady diagnostics and District reading assessments. Enhancing reading instruction through implementation of learning QCI PD will also increase the equitable instruction for EL and Black students at Signal Hill. To ensure Signal Hill teachers track student progress on a regular basis, all teachers will continue to engage in monthly data analysis / progress monitoring sessions with support team members and administration, as well as analysis of District Quarterly Assessments. These sessions will provide teachers on-going opportunities to identify students needing additional support who can receive said support through work with our varied academic support team members and through supplemental learning opportunities. Signal Hill teachers will also engage in collaborative release days in which they will observe their colleagues teaching with the intention of implementing new learning with their own students. With fidelity to the different elements of this analysis, Signal Hill students stand to demonstrate significant growth throughout the course of the school year.

## Comprehensive Needs Assessment: Mathematics

### Math Findings

SBAC results yielded the following data:

- \* 46% of All Signal Hill 3rd-5th grade scholars scored at the Met/Exceeded level on the 24-25 SBAC. This result yielded a decrease of 1% from 23-24 and a

4% lower met/exceeded average compared to all elementary schools in LBUSD.

\* Grade 3 students at 59% met/exceeded outperformed the LBUSD grade 3 average by 11%; 5th grade (49%) was outperformed the District grade 5 average by 6%; 4th grade (31%) was 16% below the District average for met/exceeded.

\*i-Ready math scores yielded an increase from 36% to 44% of Signal Hill Scholars attaining Early/Above grade level status. Black students scored 31.4% early/above while EL students were 26.4%. Both of these significant subgroups showed a decrease by 1-2%.

\*\*\* Basic Math Facts were not used to measure student proficiency in 24-25 \*\*\*

English Learner - The average score of 108 students was about -2 points away from achieving grade level standards on Math SBAC for the 2024 schoolyear. This was an increase of about 24 points from the prior year.

Next Steps:

Strengthen Tier 1 and Tier 2 Mathematics Instruction (Grades 3–5)

Standard Alignment: Conduct a deep-dive review of grade-level standards

Data-Driven Analysis: Facilitate regular sessions to analyze student work, specifically targeting gaps in Number Sense to inform Tier 2 interventions.

Intentional Collaboration:

Schedule dedicated "Collaborative Planning" blocks to co-plan three-part inquiry math lessons.

Peer Learning: Implement a cycle of Lesson Studies and peer observations to share ELD best practices in real-time.

Targeted Support: Execute individual Coaching Cycles focused on differentiated math instruction including math vocabulary to support ELD

District Alignment: Attend District QCI Trainings

ELD Professional Development: Site-based ELD training to include specific strategies practices and strategies to support and strengthen ELD.

Socioeconomically Disadvantaged - The average score of 276 disadvantaged students was -13.3 points away from achieving grade level standards in Math SBAC for the 2024 schoolyear. This was an increase of about 13 points from the prior year. Next Steps:

## Strengthen Tier 1 and Tier 2 Mathematics Instruction (Grades 3–5)

Standard Alignment: Conduct a deep-dive review of grade-level standards

Data-Driven Analysis: Facilitate regular sessions to analyze student work, specifically targeting gaps in Number Sense to inform Tier 2 interventions.

Intentional Collaboration:

Schedule dedicated "Collaborative Planning" blocks to co-create inquiry math lessons.

Peer Learning: Implement Lesson Studies and peer observations to share best practices based on the three-part inquiry structure in real time.

Targeted Support: Execute individual Coaching Cycles focused on differentiated math instruction.

District Alignment: Attend District QCI Trainings

Reinforce Core Concepts from QCIs: Facilitate site-based modules during staff meetings. These meetings will occur following district trainings to reinforce core concepts, allow for collaborative reflection, and ensure that instructional strategies for math and students with disabilities remain a consistent priority in every classroom.

Students with Disabilities - The average score of 51 students with disabilities was -89.8 points away from achieving grade level standards in Math SBAC for the 2024 school year. This was an increase of about -20 points from the prior year. Next Steps:

### 1. Standard Alignment: Identifying Essential Standards & Access Points

Action: Conduct a deep-dive review of grade-level standards to identify "Priority Standards" and their prerequisite skills.

SWD Focus: Map standards to Learning Progressions. For students with IEPs, identify the "access points" within the 3rd–5th grade curriculum (e.g., ensuring a student working on 4th-grade fractions has the foundational 2nd-grade partitioning skills).

### 2. Data-Driven Analysis: Diagnostic Error Analysis

Action: Facilitate regular sessions to analyze student work, targeting gaps in Number Sense.

SWD Focus: Move beyond "correct vs. incorrect" to Qualitative Error Analysis. Determine if a student's struggle with Number Sense is due to a conceptual misunderstanding, a deficit in working memory, or a language processing barrier. Use this to move from generic Tier 2 support to targeted, small-group SDI (Specially Designed Instruction)

### 3. Peer Learning: High-Leverage Practices (HLPs) in Action

Action: Implement Lesson Studies and peer observations to share best practices.

SWD Focus: Focus observations on High-Leverage Practices (HLPs), such as the CRA (Concrete-Representational-Abstract) sequence. Watch for how

teachers scaffold "productive struggle" during inquiry math so students with disabilities don't reach a point of frustration.

#### 4. District Alignment: Translating QCI for Diverse Learners

Action: Attend District QCI (Quality Core Instruction) Trainings.

SWD Focus: Actively "translate" District QCI strategies for the Special Education context. Ensure that site-wide math initiatives are being adapted—not just adopted—to meet the legal and educational requirements of students' IEP goals.

African American - The average score of 58 students was about 34 points away from meeting grade level standards on the Math SBAC in 2024. This was an increase of -5.5 points from the prior year.

Next Steps:

##### 1. Standard Alignment: Rigor and Representation

Action: Conduct a deep-dive review of grade-level standards to identify "Priority Standards."

Equity Focus: Ensure that alignment does not lead to "low-level" remediation. Focus on Instructional Acceleration, ensuring African American students have access to grade-level inquiry and complex problem-solving, rather than just repetitive procedural worksheets.

##### 2. Data-Driven Analysis: Asset-Based Student Work Review

Action: Facilitate sessions to analyze student work, targeting Number Sense to inform Tier 2.

Equity Focus: Adopt an Asset-Based lens. Instead of asking "What is the student missing?", ask "What logic is the student using?" and "What mathematical strengths are present?" Use this data to provide "Just-in-Time" support that honors the student's current mathematical thinking.

##### 3. Intentional Collaboration: Culturally Responsive Inquiry

Action: Schedule collaborative planning blocks to co-create 3-part inquiry math lessons.

Equity Focus: Design "Contextualized Math" problems that reflect the lived experiences, interests, and community of your African American students. For example, teachers use Culturally Responsive math tasks.

##### 4. Peer Learning: Mathematical Discourse & Community Learning

Action: Implement Lesson Studies and peer observations based on the 3-part inquiry structure.

Equity Focus: Focus observations on Mathematical Discourse. Ensure that African American students are the ones doing the "heavy lifting" of the talking and thinking. Look for "Community Learning" strategies—where students solve problems in pairs or groups—to leverage the social nature of learning.

##### 5. Targeted Support: The "Warm Demander" Coaching Model

Action: Execute individual Coaching Cycles focused on differentiated instruction.

Equity Focus: Coach teachers to be "Warm Demanders"—maintaining high personal warmth and high academic expectations. Coaching should focus on eliminating "micro-exclusions" (e.g., calling on the same students) and increasing "high-leverage" feedback that builds a student's identity as a "math person."

Hispanic - The average score of 168 students was about -16 points away from meeting grade level standards in Math SBAC for 2024. This was about a -9 point increase from the prior year. Next Steps:

##### 1. Standard Alignment: Rigor and Linguistic Access

Action: Conduct a deep-dive review of grade-level standards to identify "Power Standards."

Equity Focus: Ensure that alignment for Hispanic students, particularly English Learners, focuses on Instructional Acceleration. Avoid the "remediation trap" where students are denied complex word problems due to language proficiency. Instead, identify the linguistic demands of the 3rd–5th grade standards and provide scaffolds (like visual glossaries) so students can access grade-level rigor.

#### 2. Data-Driven Analysis: Multimodal Asset-Based Review

Action: Facilitate sessions to analyze student work, targeting Number Sense to inform Tier 2.

Equity Focus: Adopt an Asset-Based Protocol that values the modalities of learning. When reviewing work, look for mathematical thinking expressed through drawings, symbols, or Spanish annotations. Instead of penalizing a student for an "incomplete" English explanation, analyze the mathematical "Funds of Knowledge" they are displaying and use "Just-in-Time" support to bridge their logic to the formal English solution.

#### 3. Intentional Collaboration: Funds of Knowledge & Context

Action: Schedule collaborative planning blocks to co-create 3-part inquiry math lessons.

Equity Focus: Design "Contextualized Math" problems that tap into the Funds of Knowledge found within Hispanic households and communities (e.g., measurement in cooking, budgeting for family events, or geometric patterns in art). Use culturally relevant tasks that allow students to see themselves as "mathematicians" within their own cultural context.

#### 4. Peer Learning: Translanguaging & Academic Discourse

Action: Implement Lesson Studies and peer observations based on the 3-part inquiry structure.

Equity Focus: Focus observations on Mathematical Discourse that encourages Translanguaging\*. Ensure Hispanic students are encouraged to use their full linguistic repertoire (Spanish and English) to negotiate meaning during the "heavy lifting" phase of inquiry. Look for the use of "Math Talk" frames and collaborative structures that leverage strong collective identity to solve problems in teams. (\*is the process where multilingual people use their entire "linguistic repertoire"—every language, dialect, and communication tool they know—to make meaning and interact with the world.)

#### 5. Targeted Support: The "Warm Demander" & Identity Building

Action: Execute individual Coaching Cycles focused on differentiated instruction.

Equity Focus: Coach teachers to be "Warm Demanders" who affirm the student's cultural identity while maintaining high academic expectations. Coaching should focus on specific scaffolds—such as "Think-Alouds" and "Sentence Stems"—that provide Hispanic students with the confidence to share their mathematical reasoning publicly, building their status as leaders in the classroom.

## Math Goals

- \* The percentage of students in Grades 1–5 who score “At or Above Grade Level” on the i-Ready Math Diagnostic will increase from 44% to 50% by June 2026.
- \* Students achieving below grade level will demonstrate greater than one year of growth as measured on iReady diagnostic (I to III) in June 2025
- \* The percentage of students in Grades 3–5 who meet or exceed grade-level standards on the state Math SBAC assessment will increase from 45% to 50% by June 2026.

Through careful and thorough analysis of the 2024-2025 data available to admin and in conjunction with LBUSD Signal Hill's team has determined that the area of academic focus for all K-5 students will be in the area of Math and specifically in Inquiry Based Learning (Launch, Collaborate, Consolidate), as well as Counting Collections (K-2) and Number Sense Routines (3-5). All K-5 teachers will actively participate in Quality Core Instruction (QCI) release days led by curriculum leads in OCIPD. Teachers will incorporate this learning when engaging students in inquiry based learning using the 3 Step LCC Method. Increased focus in Engage, Explore & Explain should result in accelerated student achievement in iReady diagnostics and District reading assessments. Enhancing Math instruction through implementation of learning from the QCI release days will also increase the equitable instruction for EL and Black students at Signal Hill. To ensure Signal Hill teachers track student progress on a regular basis, all teachers will engage in monthly data analysis / progress monitoring sessions with support team members and administration. These sessions will provide teachers on-going opportunities to identify students needing additional support who can receive said support through work with our varied academic support team members and through supplemental learning opportunities. Signal Hill teachers will also engage in both Pupil Free and collaborative release days in which they will observe their colleagues teaching with the intention of implementing new learning with their own students. With fidelity to the different elements of this analysis, Signal Hill students stand to demonstrate significant growth throughout the course of the school year.

## Comprehensive Needs Assessment: English Learners

## English Learner Findings

Attendance increased for Signal Hill EL students during the 2024-2025 school year, the increase was .6% from 93.7% to 94.3% ADA. Signal Hill School's partnership with All-In Attendance discontinued as the program was discontinued at the District level. During 24-25 Signal Hill school maintained a focus on both academics and a continued focus on SEL that prioritized relationship building through providing social and emotional support for all students, with an emphasis on EL students. This focus must continue be emphasized on a regular basis in order for Signal Hill EL students to be able to develop their English proficiency skills.

Significant data findings from 24-25 pertaining to Signal Hill EL students include:

- 28% of EL students redesignated to RFEP during the 2024-2025 school year. This statistic represents an increase of 14% of EL students who redesignated during 2023-2024 school year
- 25% of Signal Hill EL students were met/exceeded on SBAC ELA in June 2025. This shows a decrease of 7% from the previous year.
- 27% of Signal Hill EL students were met/exceeded on SBAC Math in June 2025. This shows a decrease of 12% from the previous year.

## English Learner Goals

### ELA ELs

Current Performance: The EL subgroup currently sits at -11 points DFS (Distance From Standard), showing a positive growth trend from the prior year's status of -12.6 points.

Goal: Through targeted Professional Development focused on EL support and academic language proficiency, we anticipate a 10% increase in EL students achieving "Met" or "Exceeded" standards. This growth will bring our subgroup DFS to -1 point.

Action Plan Summary: Teachers are receiving ELD professional development 3 x a year and an accountability system to support implementation and collaboration.

Monitoring: To ensure sustained growth, student progress will be monitored at least four times annually during dedicated teacher planning and collaboration sessions. These sessions will focus on data-driven instructional adjustments and the efficacy of PD implementation.

### Math ELs

Current Performance: The EL subgroup is currently -2 points from proficiency (Distance From Standard), representing a remarkable improvement from the previous year's status of -25.9 points.

Goal: We anticipate a 10% increase in the number of EL students attaining "Met" or "Exceeded" on the SBAC Math assessment. To sustain this upward

trajectory, teachers will participate in specialized Professional Development focused on Math Routines/Language Routines. These routines are designed to elicit mathematical thinking while providing essential language scaffolds.

Action Plan Summary: To sustain this upward trajectory, teachers will participate in specialized Professional Development focused on Math Routines/Language Routines. These routines are designed to elicit mathematical thinking while providing essential language scaffolds.

Monitoring: Student progress, with a specific focus on the EL subgroup, will be monitored at least three times annually during teacher planning and collaboration sessions to ensure instructional alignment.

#### Chronic Absences & ELs

Current Performance: The EL subgroup is currently at 19.2% which is 1 in 5 students land in the chronic absences category. The prior year, ELs were 35.5% which is 1 in 3 students with chronic absences.

Goal: The EL subgroup will improve by 10% which means 1 in 10 EL students will land in this category.

Action Plan Summary: To continue this upward trend, all Signal Hill staff will continue to encourage regular school attendance through a robust incentive program which includes input from ELAC parents and SSC members. Dedicated staff will continue to make personal phone calls using a warm asset-based approach. Teachers will welcome students to class with warm welcoming phrases. Staff will recognize good attendance weekly and monthly. Students will have a choice of incentives to encourage identity, belonging, and agency.

Progress Monitoring: Attendance is monitored monthly throughout the school year at the Student of the Month Assemblies. Attendance is also monitored at SSTs 2 x a year; regular communication between classroom teachers and parents.

Current Performance: The EL subgroup currently sits at -11 points DFS (Distance From Standard), showing a positive growth trend from the prior year's status of -12.6 points.

The Goal: Through targeted Professional Development focused on EL support and academic language proficiency, we anticipate a 10% increase in EL students achieving "Met" or "Exceeded" standards. This growth will bring our subgroup DFS to -1 point.

Monitoring & Implementation: To ensure sustained growth, student progress will be monitored at least four times annually during dedicated teacher planning and collaboration sessions. These sessions will focus on data-driven instructional adjustments and the efficacy of PD implementation.

- The percent of EL students who will redesignate to RFEP will increase by a minimum of 5% to bring the overall redesignation rate to 33%
- Signal Hill EL students will increase by 5% the percent of students who were Moderately Developed and those who were Well Developed on the 24-25 ELPAC results.

Analysis - In order to continue an upward trajectory of Signal Hill EL students achieving Met/Exceeded on SBAC and those redesignating to RFEP classification, Signal Hill teachers will continue to refocus their efforts to include elements of both designated English Language Development and integrated ELD during daily lessons. The areas of focus for TK-5 students in ELA - Daily Decoding Routine; Daily Language Routine; Fluency; Decoding Multi-syllabic words - and in Math (Inquiry Based Learning; Number Sense Routines; Counting Collections) should prove helpful and beneficial to EL students as both areas of focus have embedded opportunities for students to practice and enhance their language development. Direct phonics instruction and each of its components provides early learners opportunities to practice reading, writing, listening and speaking the English language on a daily basis. Further, students who are not performing at grade level expectations will be provided opportunities to receive supplemental instruction and intervention through Tier I, Tier II and Tier III support. Similarly, EL students in grades K-5 will have ample opportunity to practice and further their English Language Development skills during daily math instruction. As teachers prioritize teaching through Inquiry Based Learning, Counting Collections and Number Sense Routines, EL students will receive ample practice explaining their learning and working in collaborative groups with grade level colleagues. Signal Hill teachers will engage in on-going professional development to enhance their instruction in teaching problem solving skills, thus maximizing the likelihood of EL students becoming proficient problem solvers and making significant progress in language development. Each Signal Hill Teacher will indicate on their daily schedule a minimum of 30 minutes of designated English Language Development instruction.

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

Findings from 2024- 2025 CORE Survey - All 3 areas assessed on the Pulse Wellness survey (Agency +2% and Belonging +3% & Identity +5%) yielded increases from last year. Agency and Belonging were above the District average, while Identity was below within 1% of the District average. Safety, which decreased 8%, remained the area of least favorable responses at 51%. These trends indicate that it will be imperative for Signal Hill School to continue to focus on both integrated and designated Culture/Climate and Social Emotional Learning. In 22-23 our Safe & Civil committee took a 'Back to Basics' approach to improving all areas of Culture/Climate and Pulse Wellness. This approach will continue in 25-26. A conclusion can be drawn that more students are seeing the potential in their abilities as evidenced by the large increase in self-efficacy. Our school will continue to develop this trait among our scholars. It is also known that there is a strong connection between school connectedness and ensuring equity for all students, hence the need for Signal Hill to maintain a regular focus on SEL and Culture/Climate. To help mitigate all of these SEL and Culture/Climate challenges Signal Hill's newly formed CCLT/PBIS Committee will continue meeting on a regular basis and including more staff members to ensure many voices are part of the problem solving.

Signal Hill's Chronic Absenteeism data. Each of the five subgroups demonstrated improvement. The data shows prior year first, change second, current year is last.

English

Learners

35.5%

19.2%

11.6%

Disadvantaged

37.5%

24.7%

24.7%

Disabilities

49.6%

36.2%

25.5%

African

American

36.7%

22.9%

29.4%

Hispanic

37.2%

24.7%

16.1%

The current outreach strategies and incentive programs at Signal Hill are proving to be effective in the area of attendance.

Next Steps: teachers support students' reentry by welcoming and saying they are missed as a way of lowering anxiety. Vero, ELAC president, shared her son tells her that the class welcomes him back from an absence and it makes him feel good. Additional next steps across subgroups are as follows:

-The use of translanguaging - greetings like buenas dias and bienvendio to honor students home language, make students feel welcome and give students choice

-Making sure students have what they need like rest, diet, uniforms, meds, bus passes, umbrellas, coats

-Positive outreach that is support-based and NOT truancy-based. Positive phone calls home. Teachers say we missed you or the class wasn't the same without you instead of you missed a lot of work. The counselor and attendance clerk work together to make positive phone calls, hold family meetings to support parents with attendance, and meet additional needs through referrals.

-A SPED teacher shared that she uses open communication. She encourages parents to communicate with her regarding absences so they can work together.

#### Homeless Youth

Our current rate is 40.9% which is about 2 out of every 5 homeless students are chronically absent. Year-over-Year Change-2.2% which is a positive downward trend, showing improvement from the prior year. 18 students out of the 44 are currently chronically absent.

To reduce the Chronic Absenteeism rate for the Homeless Youth subgroup from 40.9% to 35% (a shift of approximately 3 additional students into regular attendance) by the end of the school year, Signal Hill will focus on the root cause transportation (moved out of district), health/hygiene (lack of laundry/showers), or engagement (disconnection from school culture).

The counselor will be the "Point Person" to each of these 18 students for frequent "Check-In/Check-Out."

#### 2. Remove Structural Barriers

Transportation: Ensure all 44 families are aware of McKinney-Vento transportation rights.

Keep extra uniforms in the nurse's office to remove common "embarrassment" barriers that keep kids home.

#### 3. High-Frequency Incentives

Short-Term Wins: Offer weekly incentives for these 44 students. A blue attendance "Dino Dollar" is awarded to students weekly for good attendance.

## Culture/Climate Goals

\* Signal Hill students sense of identity, agency and belonging, as measured on the Wellness Survey, will all yield a favorable responses equal or above the avg. for All Elementary Schools by June 2026.

\* Signal Hill will increase sense of agency to 84% as measured on the Wellness Survey by June 2026

\* Signal Hill will increase sense of belonging to 82% as measured on the Wellness Survey by June 2026

\* Signal Hill will increase sense of identity to 82% as measured on the Wellness Survey by June 2026

\* Signal Hill will establish and communicate a series of excellence and equity indicators that are transparent.

Analysis - For the 2025-2026 school year LBUSD will discontinue the deployment of the student CORE Survey. As such, the primary Culture/Climate data will be ascertained from results of the Pulse Wellness Survey's, taken by all 4th and 5th grade students 3 times per year, to determine areas of need with regard to students' sense of Agency, Belonging and Identity. When looking big picture at the Pulse Survey data, it is clear that respect of students by students needs to be a priority. In August 2025 Signal Hill convened its CCLT/PBIS committee with representation from administration, certificated and classified staff members. The committee attends District funded professional development, shares resources, ideas and suggestions for addressing the needs with students. The committee meets monthly then reports findings and next steps during Thursday staff meetings. Topics of respect and other Pulse Survey data have been added to the weekly Buddy Up questions where students are given opportunities to share their thoughts and feelings with students and teachers. Rec. Staff and support staff are looped in with the work around agency, belonging and identity to ensure all staff are sending similar messages and providing support for Dino scholars. Progress Monitoring of Culture Climate goals are measured at determined check points during the school year in which the Pulse Survey is administered. Each administration of surveys is followed up by the same analysis and next steps as described above.

## Comprehensive Needs Assessment: SPSA Effectiveness

<b>SPSA Effectiveness</b>	
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Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) * All Signal Hill students will achieve at least one year of academic growth in Language Arts as measured by iReady Diagnostic in June 2025.  * Signal Hill students achieving below grade level will demonstrate greater than one year of growth as measured on iReady diagnostic (I to III) in June 2025  * 56% of 3-5 students will score Met/Exceeded in ELA on SBAC, up from 53% in June 2025  * 85% of K-2 Signal Hill students will achieve met/exceeded on FRSA as measured on End of Year FRSA data in June 2025. This will yield an increase from 66% met/exceeded in June 2024.</p> <p>Analysis - Through careful and thorough analysis of the 2023-2024 data available to admin and in conjunction with LBUSD Signal Hill's team has determined that the area of academic focus for all TK-2 students will continue to be</p>	Goal Partially or Not Met	While not all students met their individual goal of a year's growth in ELA iReady, Signal Hill SBAC scores that were within 1% (52% LBUSD; 51% Signal Hill) of met/exceeded students across the District for all elementary schools. Each grade level having an assigned support TOSA helped to supplement Tier I, Tier II and Tier III support and intervention.	<p>To work towards goal attainment in 2025-2026 Signal Hill School will implement the following supports and interventions:  * Teachers will continue engage in monthly Data Analysis / Progress Monitoring sessions to ensure all relevant data measures (academic, SEL &amp; Culture/Climate) are discussed and pertinent next steps are put in place.  * All TK-5th grade teachers will participate in District and Site led QCI sessions that will guide our work in the academic areas of focus (ELA - Phonics &amp; Fluency for TK-5; Math - Inquiry Based Learning for TK-5).  * Teachers will continue to collaborate with Signal Hill support staff including IIC, Math Lead, ELA Lead and SEL Facilitator to provide Tier I, Tier II and Tier III support primarily through push-in methodology.</p>

in the area of ELA and specifically in Direct Phonics instruction. Throughout the 23-24 school year all TK-2 teachers actively participated in Quality Core Instruction (QCI) release days led by curriculum leads in OCIPD, as well as site leads at Signal Hill. Teachers will continue to incorporate this learning when teaching students the multiple Foundational Reading Skills. Increased focus in direct phonics instruction should result in accelerated student achievement in iReady diagnostics and District reading assessments. Enhancing reading instruction through implementation of learning QCI PD will also increase the equitable instruction for EL and Black students at Signal Hill. To ensure Signal Hill teachers track student progress on a regular basis, all teachers will continue to engage in monthly data analysis / progress monitoring sessions with support team members and administration. These sessions will provide teachers on-going opportunities to identify students needing additional support who can receive said support through work with our varied academic

	<p>support team members and through supplemental learning opportunities. Signal Hill teachers will also engage in collaborative release days in which they will observe their colleagues teaching with the intention of implementing new learning with their own students. With fidelity to the different elements of this analysis, Signal Hill students stand to demonstrate significant growth throughout the course of the school year.</p>			
Math	<p>1) * Signal Hill students will achieve one year of academic growth in Math as measured on iReady diagnostic (I to III) in June 2025  * Students achieving below grade level will demonstrate greater than one year of growth as measured on iReady diagnostic (I to III) in June 2025  * Signal Hill will increase the percentage of met and exceed scores in Math SBAC by 4% for an overall proficiency of 50%. Significant subgroups who are not achieving at or above the All Elementary Category - which includes both EL and Black students will increase by a minimum of 5%.</p>	Goal Partially or Not Met	<p>While not all students met their individual goal of a year's growth in Math iReady, Signal Hill SBAC scores that were within 5% (45% LBUSD; 50% Signal Hill) of met/exceeded students across the District for all elementary schools. Each grade level having an assigned support TOSA helped to supplement Tier I, Tier II and Tier III support and intervention.</p>	<p>To work towards goal attainment in 2025-2026 Signal Hill School will implement the following supports and interventions:  * Teachers will continue engage in monthly Data Analysis / Progress Monitoring sessions to ensure all relevant data measures (academic, SEL &amp; Culture/Climate) are discussed and pertinent next steps are put in place.  * All TK-5th grade teachers will participate in District and Site led QCI sessions that will guide our work in the academic areas of focus (ELA - Phonics &amp; Fluency for TK-5; Math - Inquiry Based Learning for TK-5).  * Teachers will continue to collaborate with Signal Hill support staff including IIC, Math Lead, ELA Lead and SEL Facilitator to provide Tier I, Tier II and Tier III support primarily through push-in methodology.</p>

Through careful and thorough analysis of the 2023-2024 data available to admin and in conjunction with LBUSD Signal Hill's team has determined that the area of academic focus for all 3-5 students will be in the area of Math and specifically in Inquiry Based Learning. All 3-5 teachers will actively participate in Quality Core Instruction (QCI) release days led by curriculum leads in OCIPD. Teachers will incorporate this learning when engaging students in inquiry based learning using the 5 E Method. Increased focus in Engage, Explore & Explain should result in accelerated student achievement in iReady diagnostics and District reading assessments. Enhancing Math instruction through implementation of learning from the QCI release days will also increase the equitable instruction for EL and Black students at Signal Hill. To ensure Signal Hill teachers track student progress on a regular basis, all teachers will engage in monthly data analysis / progress monitoring sessions with support team members and administration.

	<p>These sessions will provide teachers on-going opportunities to identify students needing additional support who can receive said support through work with our varied academic support team members and through supplemental learning opportunities. Signal Hill teachers will also engage in both Pupil Free and collaborative release days in which they will observe their colleagues teaching with the intention of implementing new learning with their own students. With fidelity to the different elements of this analysis, Signal Hill students stand to demonstrate significant growth throughout the course of the school year.</p>			
English Learner	<p>1) - The percent of EL students who will redesignate to RFEP will increase by a minimum of 16% to bring the overall redesignation rate to 30%</p> <p>- Signal Hill EL students will increase by 5% the percent of students who were Moderately Developed and those who were Well Developed on the 24-25 ELPAC results.</p> <p>Analysis - In order to continue an</p>	Goal Partially or Not Met	<p>While the total % of EL students who redesignated doubled from 14% to 28% from 23-24 to 24-25, it fell 2% short of the 30% redesignation goal. Signal Hill EL students showed decreases of 12% (Math) to 27% and 7% (ELA) to 25% met/exceeded as measured on SBAC scores in June 2025. It can be concluded that a combination of Tier I, Tier II and Tier III support helped yield these academic successes in</p>	<p>To work towards goal attainment in 2024-2025 Signal Hill School will implement the following supports and interventions:</p> <ul style="list-style-type: none"> <li>* Each Signal Hill Teacher will teach a minimum of 30 minutes of ELD during each school day. As much as possible EL students are assigned to classrooms with EL students of similar or adjacent EL Levels.</li> <li>* Teachers will engage in monthly Data Analysis / Progress Monitoring sessions to ensure all relevant data measures (academic, SEL &amp; Culture/Climate) are discussed and pertinent next steps are put in place.</li> </ul>

upward trajectory of Signal Hill EL students achieving Met/Exceeded on SBAC and those redesignating to RFEP classification, Signal Hill teachers will refocus their efforts to include elements of both designated English Language Development and integrated ELD during daily lessons. The areas of focus for TK-2 students (ELA - Daily Decoding Routine) and for 3-5 students (Math - Inquiry Based Learning) should prove helpful and beneficial to EL students as both areas of focus have embedded opportunities for students to practice and enhance their language development. Direct phonics instruction and each of its components provides early learners opportunities to practice reading, writing, listening and speaking the English language on a daily basis. Further, students who are not performing at grade level expectations will be provided opportunities to receive supplemental instruction and intervention through Tier I, Tier II and Tier III support. Similarly, EL students in grades 3-5 will have ample opportunity to practice and

redesignation rates, while at the same time indicate a need for enhanced support both in the classroom and via supplemental tutoring outside of the school day. The ELPAC redesignation results at 28% indicate that Signal Hill met the District At-Risk level of 27% redesignation.

\* During collaborative planning time teachers will include a focus on ELD instruction that is both explicit and embedded throughout the academic school day.

	<p>further their English Language Development skills during daily math instruction. As teachers prioritize teaching through Inquiry Based Learning, EL students will receive ample practice explaining their learning and working in collaborative groups with grade level colleagues. Signal Hill teachers will engage in on-going professional development to enhance their instruction in teaching problem solving skills, thus maximizing the likelihood of EL students becoming proficient problem solvers and making significant progress in language development. Each Signal Hill Teacher will indicate on their daily schedule a minimum of 30 minutes of designated English Language Development instruction.</p>			
Culture/Climate	<p>1) * Signal Hill students sense of identity, agency and belonging, as measured on the Wellness Survey, will all yield a minimum of 80% favorable responses and equal the avg. for All Elementary Schools by June 2025.</p> <p>* Signal Hill will increase sense of belonging to 80% as measured on the Wellness Survey by June</p>	Goal Partially or Not Met	Signal Hill School yielded a .6% (92.8%-->93.4%) increase in attendance from 23-24 to 24-25, but fell short of the LBUSD goal of 95% ADA for the whole school. The increase can be attributed to our concerted efforts to contact families, offer attendance incentives and prioritize increased school attendance. PULSE Wellness survey results showed increases in	Signal Hill will participate in the District's 'Strive for 95' initiative in 25-26. A combination of phone calls to parents & families and letters related to student absences has been started from the beginning of the school year. As a result, chronic absenteeism decreased to 19% from 21.3% the previous year. Classroom incentives for attendance have been reestablished and implemented. To help yield positive increases the PULSE wellness survey results Signal Hill teachers will make certain to include these data

2025

\* Signal Hill will establish and communicate a series of excellence and equity indicators that are transparent.

\* Signal Hill students will yield an increase of at least 10% (from 70% to 80%) in Sense of Belonging as measured on the CORE Survey Spring 2025

\* Signal Hill students will yield an increase of at least 8% (from 62% to 70%) in Self-Efficacy as measured on the Core Survey Spring 2025

\* Signal Hill students will yield an increase of at least 11% (from 59% to 70%) in Safety as measured on the CORE Survey Spring 2025

Analysis - In addition to focusing on areas of Sense of Belonging, Self-Efficacy and Safety, Signal Hill will also use data from the Pulse Wellness Survey's, taken by all 4th and 5th grade students, to determine areas of need with regard to students' sense of Agency, Belonging and Identity.

all 3 areas (Agency +2%; Belonging +4%; Identity +5%) from the previous survey. While we continued to focus on 'back to the basics' in these areas, the effort will continue to be increased in 25-26 to ensure that All students and all subgroups hit the 95% attendance goal.

points during monthly data analysis / progress monitoring meetings. The data is looked at from multiple perspectives including both classroom responses and individual responses. Ongoing collaboration with our Care Center will help address student Culture/Climate and SEL needs. The 'back to basics' approach will continue to be a part of regular CCLT/PBIS meetings.

When looking big picture at both the Pulse Survey and CORE Survey data, it is clear that safety of students needs to be a priority. In October 2024 at Behavior/Discipline QIT will convene to collaborate about student misbehavior that can lead to students feeling unsafe. All Pulse and CORE data continue to be agenda items during our regular Safe & Civil committee meetings. The committee shares resources, ideas and suggestions for addressing the needs with students. The committee then reports findings and next steps during Thursday staff meetings. Topics of respect and other Pulse Survey data have been added to the weekly Buddy Up questions where students are given opportunities to share their thoughts and feelings with students and teachers. Rec. Staff and support staff are looped in with the work around agency, belonging and identity to ensure all staff are sending similar messages and providing support for Dino scholars. Progress Monitoring of Culture Climate goals are measured at

determined check points during the school year in which the Pulse Survey and CORE Survey are administered. Each administration of surveys is followed up by the same analysis and next steps as described above.			
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**Program Impact**

<b>Program</b>	<b>ELA Impact</b>	<b>Math Impact</b>	<b>EL Impact</b>	<b>Climate Impact</b>
Signal Hill SSC has voted to allocate 20 additional substitute release days (\$6,000) for purposes, including but not limited to: teacher collaboration, SST meeting time, peer observations, knee-to-knee meetings with Administration, Data analysis. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
.50 FTE Program Facilitator will provide targeted intervention to students who are in need of additional support in the area of Math. The Program Facilitator, who will serve as Math Lead, will provide both push in and pull out student support based on data to target specific Math standards. Program Facilitator will also collaborate, support and help build capacity among colleagues with District programs, such as Lexia, RAPID, ST Math, SBAC Interims, McGraw Hill, Think Central and G-Suite. Program Facilitator will provide differentiated professional development and support supplemental intervention programs. This position will combine with the .50 FTE ProgramFacilitator position to make it a 1.0 FTE position. (IN 2)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Signal Hill SSC approved the purchase of a Teaching Channel subscription to supplement CCSS and QCI instruction across the grade levels. (SM 3)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
20% additional psychologist time to assist with identifying, assessing and supporting the academic and social emotional well being of students and families. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Signal Hill SSC approved the purchase of the following materials for classroom teachers to supplement the implementation of Inquiry based math instruction. 23 copies of Choral Counting and Counting Collections (M. Franke) (SM 2)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Ground Education will provide garden lessons with CCSS based Science, ELA and Math cross-curricular connections to each class at Signal Hill Elementary School for one hour each month for eight months. Ground Education will also provide extension lessons and support for teachers to utilize throughout each month. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Signal Hill SSC voted to allocate categorical funding for after-school supplemental intervention. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)

## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p>

<p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)  3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All K-5 students will receive CCSS aligned instruction based on the CA Math Framework, the district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Big Ideas, CCSS Content Connectors, CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks</li> </ul>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>Task option to use as a site Common Assessment/Checkpoint</p> <p>Quarterly Assessments</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Student Centered Resources: math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

**Interventions**

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Based on data multiple general education students at the various grade levles require Tier 2 and Tier 3 behavioral interventions and consultations. Attendance/Chronic Absenteeism Rate 20, Core Curriculum 40, Other 40	The Registered Behavior Technician (RBT) provides targeted, data-driven behavioral support aligned with student Behavior Intervention Plans (BIPs). Key responsibilities include implementing individualized and small-group interventions, collecting and analyzing data to inform decisions, and collaborating with teachers and site teams to adjust strategies. RBTs model effective classroom management, reinforcement systems, and de-escalation techniques to promote consistent practices across	Targeted Staff, Other Targeted Students	Title 1 \$18,476 Services - Title 1 100%	11/07/2025 - 01/23/2026 Daily	Registered Behavior Therapist	Principal and RBT Supervisor Attendance/Chronic Absenteeism Rate 20, Core Curriculum 40, Other 40

	settings. They contribute to Multi-Tiered Systems of Support (MTSS) through participation in SST meetings, tiered intervention planning, and progress monitoring. In addition, RBTs respond to behavioral crises, ensuring safety and smooth transitions back to learning.					
To identify at risk students and to collaborate on additional resources that individual students may be needing including academic interventions, SEL interventions and teacher collaboration. Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 10, Core Curriculum 40, Other 20	Signal Hill SSC has voted to allocate additional substitute release days (\$6,000) for purposes, including but not limited to: teacher collaboration, SST meeting time, peer observations, attending District PD opportunities (site funded), knee-to-knee meetings with Administration, Data analysis.	All Students	Title 1 \$14,583 Substitute teacher full day ( 2 ) for 26 days - Title 1 100%	11/17/2025 - 06/11/2026 Semester	Principal, Counselor, IIC, Teachers, Lead Teachers, Nurse, Psychologist	Administration Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 10, Core Curriculum 40, Other 20

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Hands-on science experience with cross-curricular connections to support growth in ELA, Math and Science Core Curriculum 100	Ground Education will provide garden lessons with CCSS based Science, ELA and Math cross-curricular connections to each class at Signal Hill Elementary School for one hour each month for eight months. Ground Education will also provide extension lessons and support for teachers to utilize throughout each month.	All Students	Title 1 \$9,750 Services - Title 1 100%	07/01/2025 - 06/30/2026 Monthly	Ground Education employees and classroom teachers	5th Grade SBAC Science ELA District Assessments Writing Scores Core Curriculum 100

<p>Students need to be exposed to VAPA enrichment to increase motivation in the classroom Other 100</p>	<p>As part of Prop 28 students will receive VAPA lessons during the school week. Signal Hill will fund the following VAPA positions: - General Music - .40 FTE - Elementary Art - .20 FTE</p>	<p>All Students</p>	<p>Prop 28 \$108,100 Teacher - Elementary .4 FTE - Prop 28 100% Teacher - Elementary .2 FTE - Prop 28 100%</p>	<p>07/01/2025 - 06/30/2026 Daily</p>	<p>VAPA Teachers</p>	<p>Students Other 100</p>
<p>Identified At-promise students who need daily support with Math support; Staff will receive support and PD curriculum and digital literacy integration. SBAC Math 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Basic Services 40</p>	<p>.50 FTE Program Facilitator will provide targeted intervention to students who are in need of additional support in the area of Math. The Program Facilitator, who will serve as Math Lead, will provide both push in and pull out student support based on data to target specific Math standards. Program Facilitator will also collaborate, support and help build capacity among colleagues with District programs, such as iReady, ST Math, SBAC Interims, McGraw Hill, Think</p>	<p>All Parents, All Students, English Learners, Identified At-Risk Students, All Staff</p>	<p>Title 1 \$95,844 Program Facilitator .5 FTE - Title 1 100%</p>	<p>08/22/2025 - 06/11/2026 Daily</p>	<p>.50 FTE Intervention TOSA - Math Lead</p>	<p>iReady Diagnostic data; SBAC MathResults; Synergy Math;End of Unit assessments; SBAC Interim Block assessments; Use of G-Suite SBAC Math 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Basic Services 40</p>

	Central and G-Suite. Program Facilitator will provide differentiated professional development and support supplemental intervention programs. This position will combine with the .50 FTE ProgramFacilitator position to make it a 1.0 FTE position.					
Signal Hill continues to experience increased numbers of students demonstrating both academic and social emotional challenges whose needs are not being met through Tier I and Tier II support. Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Basic Services 50, Other 10	40% additional psychologist time to assist with identifying, assessing and supporting the academic and social emotional well being of students and families.	All Students, Identified At-Risk Students, Targeted Parents, Special Education	LCFF \$38,489 Title 1 \$38,489 Psychologist .4 FTE - LCFF 50%; Title 1 50%	08/22/2025 - 06/11/2026 Daily	Psychologist, Principal	IEP data; CORE survey data, LROIX attendance data; intervention data for at-risk students Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Basic Services 50, Other 10

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Increasing the FTE will assist in record keeping for students who are excluded from school when necessary; as well as follow up on students with poor attendance; assist parents/students with health education to promote positive attendance Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 30, Other 20	The Signal Hill School Site Council, in conjunction with the stakeholders including staff and families, voted to increase the FTE of the Health Assistant to .571 by supplementing the .333 FTE funded with an additional .238 FTE. This additional Health Assistant time will address Signal Hill's mission to maximize the health and safety for all students and staff.	All Parents, All Staff, All Students	LCFF \$13,045 Health Assistant .238 FTE - LCFF 100%	08/22/2025 - 06/12/2026 Daily	Health Assistant, Nurse Inspector, Principal	Review of attendance and chronic absenteeism rates, as well as student health records on a regular basis; review of health education resources provided to parents/students Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 30, Other 20

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
<p>With 52% of Signal Hill students scoring proficient or above on the 23-24 SBAC there is need for students to gain more exposure to literature, both fiction and non-fiction. Media Assistant will supplement ELA learning taking place in classrooms. SBAC ELA 40, Core Curriculum 40, Other 20</p>	<p>Signal Hill's School Site Council, in conjunction with input from various other stakeholder groups, voted to approve adding .20 FTE of a Library Media Assistant. This increase ensures that Signal Hill students will have access to the school library with either a Teacher Librarian or Library Media Assistant every day of the school week. This increase supplements the .60 FTE of Teacher Librarian and .20 FTE Library Media Assistant that are funded centrally by the District for the 2025-2026 school year.</p>	<p>All Students</p>	<p>LCFF \$20,098 Library Media Assistant .2 FTE - LCFF 100%</p>	<p>08/22/2025 - 06/12/2026 Weekly</p>	<p>Library Media Assistant; Teacher Librarian; Principal</p>	<p>Principal will conduct both formal and informal observations and provide actionable feedback to ensure high quality instruction takes place. SBAC ELA 40, Core Curriculum 40, Other 20</p>

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
<p>All Kindergarten parents are invited to attend a 30-60 minute parent orientation on the first day of school led by the Principal and Counselor. Parents receive information on daily schedules, curricular expectations for Kindergarten and other topics pertinent to students having a successful year in school.</p> <p>TK is a 6 hour program designed to encourage language, communication and hands-on opportunities for learning. The curriculum consists of Wonders, Interactive Writing, shared, independent, modeled reading, high-scope math, math vocabulary, and ST Math. Let's Talk About It is used for oral language development. CAP assessments, phonemic awareness assessments and literacy screens are used to monitor student progress.</p>	<p>School Counselor holds a parent information session explaining the Middle School application process to all 5th grade parents.</p> <p>School Counselor and Principal meet with all 5th grade students to explain the process of registering for middle school through the use of ParentVue and to answer questions regarding middle school preparation.</p>	N/A

## **Accountability Measure 2: Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
Signal Hill School shares the LBUSD focus of "Equity for All". At Signal Hill our need is to get to know students on a deeper level, both academically and behaviorally in order to foster communication, connection and community with all students.	First Five	No Additional Cost for Program/Materials; See Additional Interventions Section for cost of Counselor services	8/26/25 - 6/11/26 On-going	Facilitator, Counselor, Principal	Survey data from both students and teachers; Exit Slip data from staff PD; Pulse & CORE Survey data
Monitoring chronic absenteeism and attendance; communication with families; assisting in the analysis of learning problems for the most at risk students and helping the teacher, child and parent develop a course of action; identifying students in need of behavioral interventions to improve student civility.	Reports from LROIX; On-going District collaboration	See Additional Intervention Section for cost.	8/26/25 - 6/11/26 - Daily	Counselor; District consultant	Safe and Civil Data; parent surveys; LROIX attendance data; intervention data for at risk students; office referrals

### **Accountability Measure 3: Professional Development**

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
To meet the needs and challenges of teachers as they continue to shift instructional and assessment practices to fully align with the CCSS and our District's 6 Understandings. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 10, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 40	All TK-5th grade teachers will participate in District funded QCI release days during the school year. K-5 teachers will receive PD in the area of ELA with an emphasis on Direct Phonics Instruction; fluency and decoding multi-syllabic words. K-5 teachers will receive PD in the area of Math with an emphasis on Inquiry Based Learning / planning and lesson delivery; Number Sense Routines and Counting Collections.	No cost to site	QCI days in Fall semester; QCI days in Spring semester	Principal; Classroom Teachers; Support TOSA's	Administrator monitors implementation; monthly data analysis / progress monitoring meetings; formal evaluations; collaborative inquiry visits; informal walk throughs and discussions with teachers.

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
To meet the needs and challenges of teachers as they continue to shift instructional and assessment practices to fully align with the CCSS and our District's 6 Understandings. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 10, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 40	Monthly Grade level release time; for TK-5th grade teachers. Release time will be spent with the principal/IIC and/or Math/ELA leads focusing on the full implementation of the 6 Understandings in both ELA and math; Quality Core Instruction (QCI) review; analyzing student data; planning and collaboration.	No cost to site	Fall Semester; Spring Semester	Principal, IIC and Math/ELA leads will plan trainings. All teachers will attend release days.	Administrator monitors implementation; monthly data analysis / progress monitoring meetings; formal evaluations; collaborative inquiry visits; informal walk throughs and discussions with teachers.
To meet the needs and challenges of teachers as they continue to shift instructional and assessment practices to fully align with the CCSS and our District's 6 Understandings. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 10, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 40	Staff will participate in Pupil Free Day professional development sessions that focus on the area of Student Engagement. During the Pupil Free Days, 4 hours will be spent on whole group PD; 2 hours will be spent in grade level / small group sessions; 2 hours will be offered to staff to work independently.	No cost to site	8/22/25; 11/3/25	Principal, Support Team, Teachers	Administrator monitors implementation; monthly data analysis / progress monitoring meetings; formal evaluations; collaborative inquiry visits; informal walk throughs and discussions with teachers.

### Describe Teacher Involvement

Teachers participate in professional development / staff meetings four times per month. They also meet to collaborate, plan and analyze student work monthly throughout the school year and each grade level meets with administration and/or Intervention Team members during Monday release days for professional development related to transitions in pedagogy and the alignment of daily practice to the California State Standards in ELA and Math. In addition, teachers being evaluated meet one-on-one with administration once a year to set personal and instructional goals. All teachers will meet with Principal at least twice a year to discuss students most at risk and participate in Individualized Educational Plans, Student Success Team Meetings, Safe and Civil Meetings, School Site Council, Management and School Safety and Preparedness Meetings.

### Accountability Measure 4: Parent & Community

#### Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
To increase the amount of parent participation at events both during the school day and after hours.	Family Nights (Literacy, Math, Science, etc.) in the evenings and parent workshops (Title I mandatory workshops, Coffee with Scott, etc.) during the school days; necessary materials to fund the meetings and events	Par Inv. 3008 - \$5,105	08/26/25 - 06/11/26 Monthly	Admin, selected staff and parents.	Admin and parent surveys

### School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	186262
Title I Parent and Family Involvement (3008)	5229

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	73640

\* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

### **Title I Reservations**

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

### **Administrative Share & Reservations Title I Program Administration**

#### **Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

#### **Homeless Education**

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

#### **Research/TISB LROIX Development**

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

#### **Program Administration and Personnel to provide leadership:**

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

### **Centralized Services**

#### **Elementary CARE and Support Centers** (formerly known as Family Resource Centers)

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

## **Assistance to Schools**

### **Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

### **Facilitators**

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

### **Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

### **Foster Youth Transportation**

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

### **Technology**

Supplemental technology support and devices to school sites

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Scott Tardibuono	06-30-2026
Staff	Classroom Teacher	Heather Greco	06-30-2027
Staff	Classroom Teacher	Krystal Madrid	06-30-2027
Staff	Classroom Teacher	Linda Plexico	06-30-2027
Staff	Other School Personnel	Glenda Bishop	06-30-2026
Community	Parent/Community Member	████████ Roman	06-30-2026
Community	Parent/Community Member	██████ Estrada	06-30-2027
Community	Parent/Community Member	████████ Johnson	06-30-2027
Community	Parent/Community Member	██████ So	06-30-2027
Community	Parent/Community Member	████ Sassoon	06-30-2027

## English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	██████████ Saldana
DELAC Representative	Parent of EL Student (required)	██████████ Cid
Principal or Designee	Staff Member (required)	Scott Tardibuono
Secretary	Parent of Non-EL Student (required)	██████████ Gabriel

Name	Representing
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## ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/14/2025

Question	Answer
<p>3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:</p>	<p>Needs Assessment (Task 1)            ELAC parents recommend a parent workshop to specifically focus on English Learners. They want fun activities they can do with their children at home to reinforce and support content.</p> <p>Language Census (Task 2)            ELAC parents recommend monthly awards for students with good attendance. Parents suggested wristbands/necklaces/medals/snacks/rice crispy treats and donuts during lunch.</p> <p>Development of SPSA (Task 3)            English Language Development (ELD) Parent Workshops: Parents specifically requested workshops focus on ELD strategies so they can help their children at home.</p> <p>Technology and Application Support: A parent workshop focused on navigating school applications via Chromebooks to facilitate at-home support for their children. Parents requested specific practice on a chromebook while sitting next to their children.</p> <p>Reading Engagement: Recommendations were made regarding initiatives to excite students about reading at home, specifically proposing a school Book Fair</p>
<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students            SBAC Math for EL students            CELDT/ELPAC Results            Reclassification Data            Language Census Data            EL Attendance Rates</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations</p>	<p>11/17/2025</p>

Question	Answer
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>Needs Assessment (Task 1)  SSC members agree with recommendation. Furthermore, teachers can share apps they use with parents to support their ELs at home. Another response is for parents to ask their child, "Where is the math?" while at the grocery store to generate content conversations.</p> <p>Language Census (Task 2)  SSC members agree and furthermore suggest weekly recognition for perfect attendance. Students could get extra recess.</p> <p>Development of SPSA (Task 3)  Members agree with and support ELAC's recommendations 1-3. A member asked about funding for ELAC's recommended parent workshops. Ms. Bishop stated SSC will address funding in Business Item B.</p> <p>ELAC President, [REDACTED], stated she is interested in having a parent workshop every month. [REDACTED] shared that we could have a parent workshop quarterly.</p> <p>Additionally, [REDACTED] shared that she created a parent information sheet to explain how to access school apps. She also stated that students can access a digital library on the chromebooks.</p>

## Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the school resources. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 11/17/2025
2. SSC approved the **Home-School Compact** on 10/20/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/20/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/18/2025, 09/26/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 10/20/2025
6. The SPSA was approved at its meeting on 11/17/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Signal Hill Elementary School Home School Compact 2025 - 2026

The staff and parents/guardians at Signal Hill Elementary School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Signal Hill Elementary School agree to implement the following activities:

## THE SCHOOL

- **1.Signal Hill Elementary School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.**
- 2.Signal Hill Elementary School staff will be positive role models for students.
- **3.Signal Hill Elementary School will provide after school tutoring when resources are available.**
- 4.Signal Hill Elementary School will implement the K-5 LBUSD homework program outlined in *The Guidelines for Parents and Students* (LBUSD website).
- **5.Signal Hill Elementary School will implement a K-5 homework program that emphasizes English Language Arts in all content areas.**
- 6.Signal Hill Elementary School will adhere to LBUSD’s parent guidelines when creating opportunities for parents/guardians to participate, observe, and volunteer in the governance of the school through Annual Title 1 meetings; SSC; ELAC; DELAC; DECAC; Parent Connection, and other parent involvement groups as stated on LBUSD’s website: Parent Connection, Parent Groups, Parent Guidelines, Parent Survey, and Parent Vue.
- **7.Signal Hill Elementary School will enforce the school policy, district guidelines and Ed. Code 51512 for the use of electronic signaling devices (including but not limited to cell phones, tablets, and smart watches) in order to not disrupt the educational environment or violate the rights of others.**

## THE HOME

- 8.Parents/Guardians at Signal Hill Elementary School will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast, in uniforms and on time every day.
- **9.Parents/Guardians at Signal Hill Elementary School will assist their children with their homework assignments to ensure completeness and accuracy.**
- 10.Parents/Guardians at Signal Hill Elementary School will read to/with their children at least 20 minutes each night.
- **11.Parents/Guardians at Signal Hill Elementary School will attend all teacher-requested conferences to discuss the academic progress of their children.**
- 12.Parents/Guardians at Signal Hill Elementary School may volunteer/participate in school related services/activities/events.
- **13.Parents/Guardians at Signal Hill Elementary School will support the school’s attendance goal of 5 or less absences for the school year.**
- 14.Parents/Guardians at Signal Hill Elementary School will support and uphold the school policy, district guidelines and Ed Code 51512 for the use of electronic signaling devices (including but not limited to cell phones, tablets, and smart watches) in order to not disrupt the educational environment or violate the rights of others.

## THE STUDENT

- **15.Students will come to school prepared to learn by being on time, coming well-rested, and wearing their uniforms.**
- 16.Students will be responsible learners by **actively engaging** in class, reading every day, and doing their best in school.
- **17.Students will follow the Signal Hill “Tools for Success.” They are: 1) Be Safe, 2) Be Kind, 3) Be Respectful, 4) Be a Learner, 5) Act Responsibly.**
- 18.Students will complete and turn in their homework on time. Homework is to be done neatly and checked by parents/guardians.
- **19.Students will not be absent more than 5 times during the school year.**
- 20.Students will follow and respect the school policy, district guidelines and Ed. Code 51512 for the use of electronic signaling devices (including but not limited to cell phones, tablets, and smart watches) in order to not disrupt the educational environment or violate the rights of others.

-----Tear-Off-----

*I have reviewed the Signal Hill Home-School Compact with my child’s teacher and have had an opportunity to have it explained to me. By signing, my child’s teacher and I agree to work together with my child \_\_\_\_\_ so that he/she can experience the highest levels of success.*

-----  
Parent Signature

-----  
Teacher Signature

-----  
Date

\_\_\_\_ *I need a copy of this document in Spanish or Khmer.*

# Compacta de Casa y Escuela de Signal Hill Elementary School 2025-2026

El personal y los padres/tutores de la Escuela Primaria Signal Hill tienen altas expectativas de los estudiantes de la escuela y de ellos mismos. En un esfuerzo por brindar un programa instructivo de la más alta calidad a los estudiantes, el personal y los padres/tutores de la Escuela Primaria Signal Hill acuerdan implementar las siguientes actividades:

## LA ESCUELA

- **1.La Escuela Primaria Signal Hill brindará un programa instructivo riguroso y desafiante basado en el Estado de California. Estándares para cada nivel de grado.**
- 2.El personal de la Escuela Primaria Signal Hill será un modelo positivo para los estudiantes.
- **3.La escuela primaria Signal Hill proporcionará tutoría después de la escuela cuando haya recursos disponibles.**
- 4.La Escuela Primaria Signal Hill implementará el programa de tarea K-5 LBUSD descrito en *las Pautas para padres y estudiantes* (sitio web de LBUSD).
- **5.La escuela primaria Signal Hill implementará un programa de tarea para K-5 que enfatiza las artes del idioma inglés en todas las áreas de contenido.**
- 6.La Escuela Primaria Signal Hill se adherirá a las pautas para padres del LBUSD al crear oportunidades para que los padres/tutores participen, observen y sean voluntarios en el gobierno de la escuela a través de reuniones anuales de Título 1; CSS; ELAC; DELAC; DECAC; Parent Connection y otros grupos de participación de padres como se indica en el sitio web del LBUSD: Parent Connection, Grupos de padres, Pautas para padres, Encuesta para padres y Parent Vue.
- **7.La escuela primaria Signal Hill hará cumplir la política escolar, las pautas del distrito y la educación. Código 51512 para el uso de dispositivos de señalización electrónica (incluidos, entre otros, teléfonos celulares, tabletas y relojes inteligentes) para no interrumpir el entorno educativo ni violar los derechos de los demás.**

## EL HOGAR

- 8.Los padres/tutores de la Escuela Primaria Signal Hill enviarán a sus hijos a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado, en uniforme ya tiempo todos los días.
- **9.Los padres/tutores de la Escuela Primaria Signal Hill ayudarán a sus hijos con las tareas asignadas para garantizar que estén completas y precisas.**
- 10.Los padres/tutores de la Escuela Primaria Signal Hill leerán a/con sus hijos por lo menos 20 minutos cada noche.
- **11.Los padres/tutores de la Escuela Primaria Signal Hill asistirán a todas las conferencias solicitadas por los maestros para discutir el progreso académico de sus hijos.**
- 12.Los padres/tutores de la Escuela Primaria Signal Hill pueden ser voluntarios/participar en servicios/actividades/eventos relacionados con la escuela.
- **13.Los padres/tutores de la Escuela Primaria Signal Hill apoyarán la meta de asistencia de la escuela de 5 o menos ausencias durante el año escolar.**
- 14.Los padres/tutores de la Escuela Primaria Signal Hill apoyarán y mantendrán la política escolar, las pautas del distrito y el Código de Educación 51512 para el uso de dispositivos de señalización electrónica (incluidos, entre otros, teléfonos celulares, tabletas y relojes inteligentes) para no interrumpir el entorno educativo o vulnerar los derechos de los demás.

## EL ESTUDIANTE

- **15.Los estudiantes vendrán a la escuela preparados para aprender llegando a tiempo, bien descansados y vistiendo sus uniformes.**
- 16.Los estudiantes serán estudiantes responsables al participar activamente en clase, leer todos los días y hacer lo mejor que puedan en la escuela.
- **17.Los estudiantes seguirán las "Herramientas para el éxito" de Signal Hill. Ellos son: 1) Sea seguro, 2) Sea amable, 3) Sea respetuoso, 4) Sea un aprendiz, 5) Actúe responsablemente.**
- 18.Los estudiantes completarán y entregarán sus tareas a tiempo. La tarea debe hacerse ordenadamente y revisada por los padres/tutores.
- **19.Los estudiantes no se ausentarán más de 5 veces durante el año escolar.**
- 20.Los estudiantes seguirán y respetarán la política de la escuela, las pautas del distrito y la educación. Código 51512 para el uso de dispositivos de señalización electrónica (incluidos, entre otros, teléfonos celulares, tabletas y relojes inteligentes) para no interrumpir el entorno educativo ni violar los derechos de los demás.

-----Arranque-----

*He revisado el Pacto entre el hogar y la escuela de Signal Hill con el maestro de mi hijo y he tenido la oportunidad de tener me explicó. Al firmar, el maestro de mi hijo y yo acordamos trabajar junto con mi hijo para que él/ella pueda experimentar los más altos niveles de éxito.*

-----  
padre Firma

-----  
del maestro

-----  
Fecha

\_\_\_\_ *Necesito una copia de este documento en jemer.*

# សាលាបឋមសិក្សា Signal Hill Home School Compact ឆ្នាំ 2025 - 2026

បុគ្គលិក និងមាតាបិតា/អាណាព្យាបាលនៅសាលាបឋមសិក្សា Signal Hill មានការរំពឹងទុកខ្ពស់ចំពោះសិស្សនៅសាលា និងខ្លួនឯង។ ក្នុងកិច្ចខិតខំប្រឹងប្រែងដើម្បីផ្តល់នូវកម្មវិធីបង្រៀនដែលមានគុណភាពខ្ពស់បំផុតដល់សិស្ស បុគ្គលិក និងមាតាបិតា/អាណាព្យាបាលនៃសាលាបឋមសិក្សា Signal Hill យល់ព្រមអនុវត្តសកម្មភាពដូចខាងក្រោម៖

## សាលា

- **1.Signal Hill Elementary School** នឹងផ្តល់កម្មវិធីបង្រៀនយ៉ាងម៉ត់ចត់ និងពិបាក ដោយផ្អែកលើស្តង់ដាររដ្ឋកាលីហ្វ័រញ៉ា សម្រាប់កម្រិតថ្នាក់នីមួយៗ។
- បុគ្គលិកសាលាបឋមសិក្សាSignal Hill នឹងក្លាយជាគំរូវិជ្ជមានសម្រាប់សិស្ស។
- **3.Signal Hill Elementary School** នឹងផ្តល់ជូនបន្ទាប់ពីការបង្រៀននៅសាលា នៅពេលដែលធនធានមាន។
- 4.Signal Hill Elementary School នឹងអនុវត្តកម្មវិធី K-5 LBUSD homework ដែលបានរៀបរាប់នៅក្នុង គោលការណ៍ណែនាំសម្រាប់មាតាបិតា និងសិស្ស (គេហទំព័រ LBUSD) ។
- **5.Signal Hill Elementary School** នឹងអនុវត្តកម្មវិធីលំហាត់ថ្នាក់ K-5 ដែលសង្កត់ធ្ងន់លើសិល្បៈភាសាអង់គ្លេសនៅក្នុងគ្រប់ផ្នែកខ្លឹមសារ។
- 6.Signal Hill Elementary School នឹងប្រកាន់ខ្ជាប់នូវគោលការណ៍ណែនាំរបស់មាតាបិតារបស់ LBUSD នៅពេលបង្កើតឱកាសសម្រាប់ឪពុកម្តាយ/អាណាព្យាបាលដើម្បីចូលរួម សង្កេត និងស្ម័គ្រចិត្តក្នុងការគ្រប់គ្រងរបស់សាលាតាមរយៈកិច្ចប្រជុំប្រចាំឆ្នាំ Title 1 ។ អេសអេសស៊ី; អេឡិក; DELAC; DECAC; ការតភ្ជាប់មាតាបិតា និងក្រុមពាក់ព័ន្ធដទៃទៀតដែលមានចែងនៅលើគេហទំព័ររបស់ LBUSD៖ ការតភ្ជាប់មាតាបិតា ក្រុមមាតាបិតា គោលការណ៍ណែនាំមាតាបិតា ការស្ទង់មតិមាតាបិតា និងមាតាបិតា Vue ។
- **7.Signal Hill Elementary School** នឹងអនុវត្តគោលនយោបាយសាលា គោលការណ៍ណែនាំស្រុក និង Ed ។ លេខកូដ 51512 សម្រាប់ការប្រើប្រាស់ឧបករណ៍អេឡិចត្រូនិក (រួមទាំង ប៉ុន្តែមិនកំណត់ចំពោះទូរសព្ទដៃ ថេប្លេត និងនាឡិកាឆ្លាតវៃ) ដើម្បីកុំឱ្យខានដល់បរិយាកាសអប់រំ ឬរំលោភសិទ្ធិអ្នកដទៃ។

## ផ្ទះ

- 8. មាតាបិតា/អាណាព្យាបាលនៅសាលាបឋមសិក្សា Signal Hill នឹងបញ្ជូនកូនរបស់ពួកគេទៅសាលារៀនដោយសម្រាកឱ្យបានគ្រប់គ្រាន់ មានឱកាសទទួលទានអាហារពេលព្រឹក ឬទទួលទានអាហារពេលព្រឹក ក្នុងឯកសណ្ឋាន និងទាន់ពេលវេលាជារៀងរាល់ថ្ងៃ។
- 9. មាតាបិតា/អាណាព្យាបាលនៅសាលាបឋមសិក្សា Signal Hill នឹងជួយកូនរបស់ពួកគេនូវកិច្ចការផ្ទះរបស់ពួកគេ ដើម្បីធានាបាននូវភាពពេញលេញ និងភាពត្រឹមត្រូវ។
- 10. ឪពុកម្តាយ/អាណាព្យាបាលនៅសាលាបឋមសិក្សា Signal Hill នឹងអានទៅ/ជាមួយកូនរបស់ពួកគេយ៉ាងហោចណាស់ 20 នាទីរៀងរាល់យប់។
- 11. មាតាបិតា/អាណាព្យាបាលនៅសាលាបឋមសិក្សា Signal Hill នឹងចូលរួមសន្និសីទដែលស្នើសុំដោយគ្រូទាំងអស់ ដើម្បីពិភាក្សាអំពីវឌ្ឍនភាពសិក្សារបស់កូនៗពួកគេ។
- 12. ឪពុកម្តាយ/អាណាព្យាបាលនៅសាលាបឋមសិក្សា Signal Hill ឧស្សា ស្ម័គ្រចិត្ត / ចូលរួមក្នុងសេវាកម្មទាក់ទងនឹងសាលារៀន / សកម្មភាព / ព្រឹត្តិការណ៍។





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## Signal Hill Elementary Parental Involvement Guidelines 2025-2026

As a school that receives Title I funds, Signal Hill has developed a set of School Parental Involvement Guidelines that contain information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Signal Hill's expectations for parental involvement and describe how the school will implement a number of specific parental involvement activities. The Home -School compact is incorporated into the School Parental Involvement Guidelines.

### **PART I**

Signal Hill agrees to implement the following requirements:

- jointly develop with parents, distribute to parents of participating children, School Parental Involvement Guidelines that the school and parents of participating children agree on.
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in languages the parents can understand.
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- adopt the school's school-parent compact as a component of its School Parental Involvement Guidelines.
- agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

### **PART II.**

#### **HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS**

1. Signal Hill Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:



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- Attendance at one training for School Council Parents and Teams.  
Topics include:
    - Responsibilities & Roles of SSC and its members
    - Composition of SSCs
    - Budgetary considerations
    - Single Plans for Student Achievement
    - Title I, NCLB requirements & mandates
  
  - Plan Meeting with SSC & ELAC parents (at a convenient time) to review Single Plan for Student Achievement and previous year's Guidelines
    - Invite other parents and stakeholders to attend the meeting
      - Newsletter
      - Back to school night
      - Personal invitations from School Community Workers
  
  - At Meeting
    - Review School Plan & previous year's Guidelines and Home School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary
    - Re-write or update the Parent Involvement Guidelines & Home School Compacts
    - Oral and written translations available for Spanish and Khmer parents to allow for discussions
  
  - At Annual Title I meeting
  - At Parent conferences held in the first trimester
2. Signal Hill Elementary will distribute to parents of participating children and the local community, the School Parental Involvement Guidelines in the following ways:
- SSC & ELAC
  - Section of Newsletter
  - Annual Title I Meeting
  - Main Office Counter
  - Parent Teacher Conferences
  - Back to School Night



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3. Signal Hill Elementary will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school through:
  - Public school choice notifications*
  - Supplemental services*
  - Interventions*
  - At SSC and ELAC meetings*
  - Parent information meetings*
  
4. Signal Hill Elementary will convene an Annual Meeting to inform parents of the following:

That their child's school participates in Title I,  
About the requirements of Title I,  
Of their rights to be involved :

  - Meetings offered in the morning or evening*
  - Invitations/fliers sent home with each child in an appropriate language*
  - Announcement made on school marquee*
  - Food and beverages offered*
  - Transportation provided if necessary*
  - Incentives and child care provided*
  
5. Signal Hill Elementary will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
  - Notifications via fliers/marquee- School newsletters, Businesses in Community*
  - Meetings offered in the morning, lunchtime, and in the evening*



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- Announcements/fliers sent home with each child in an appropriate language*
  - Incentives, refreshments, and child care provided*
  - District Parent Resource Center Family Nights*
6. Signal Hill Elementary will provide timely information about Title I programs to parents of participating children in a timely manner:
- Section of Newsletter*
  - At Annual Title I Meeting*
  - On Main Office Counter*
  - At SSC, ELAC meetings and other Parent meetings*
  - At Parent Teacher Conferences*
  - At Back to School Night*
  - On School Website*
  - Post District Parent Resource Centers' monthly Calendars of workshops*
  - On District Parent Education website*
7. Signal Hill Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
- At various meetings, such as :*
    - *Parent Teacher Conferences*
    - *Parent Resource Center Workshops (Parent University)*
  - School newsletters*
- Signal Hill Elementary will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Parents' suggestions/topics from*
    - *Principal's Chats*
    - *Parent surveys*
    - *Parent Meetings*



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Signal Hill Elementary will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

### PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Signal Hill Elementary will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - District 'Trainer of Trainer' trainings offered for parents and staff to facilitate Parent Education workshops on site.
    - Parent University found on the district website A-Z directory: Search P
    - 'Parents as Learning Partners'-- facilitated by Principal or Parent Education Coordinator (Parent University)
  2. Signal Hill Elementary will incorporate the school-parent compact as a component of its School Parental Involvement Guidelines:
    - *Developed, discussed and reviewed at first SSC (School Site Council) and ELAC (English Learners Advisory Council) meetings*
    - *Distributed to parents*
      - *Tear-offs sent home with each student in an appropriate language*
      - *Signed by parent at Parent Teacher Conferences*
3. Signal Hill Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph
  - the State's academic content standards,
  - the State's student academic achievement standards,
  - the State and local academic assessments including alternate assessments,
  - the requirements of Title I,
  - how to monitor their child's progress, and
  - how to work with educators:



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- Calendars-Parent Resource Center Parent Workshops (Parent University)*
  - District Parent Leadership Conference*
  - District's Annual Parent Summit Conference*
  - DCAC and ELAC meetings*
  - District Website: Parent Connection; Parent Groups; Parent Guidelines; Parent Information, Parent Survey; Parent University*
    - Transitional workshops (Getting Ready for Middle School, High School & College) offered through the District Parent Resource Centers and AVID or GEAR UP*
    - Parent Vue*
4. Signal Hill Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Parent Workshops (TBD) once parents fill out surveys*
  - Parent Leadership Conference*
  - WRAP(after school program) parent activities/nights*
  - GATE (Gifted and Talented Education) parent meetings*
  - District 'Trainer of Trainer' trainings offered for parents to facilitate workshops for other parents*
- *'Parents as Learning Partners' (Parent University)*
5. Signal Hill Elementary will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Teacher/Staff Inservices (guest presenters or School Staff)*
    - *Parents as Teachers Partners*
    - *Positive communication with Parents*
    - *Understanding & Teaching Students of Different Cultures*



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- *Reaching the ‘Hard-to-Reach’ Parents*
  - *District monthly subscriptions/ publications “Ideas Staff Can Use”*
  
- 6. Signal Hill Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
  - *Parent Resource Center Calendars, offerings*
    - *Getting Ready for Kindergarten*
    - *Transitional Kindergarten*
  - *Promotion of District’s Kindergarten Festival*
  
- 7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - *Signal Hill Staff will be doing the Spanish translations of written materials/notifications that are sent to parents*
  - *Written notifications will be sent to **EEP Translation Unit** for translation into Khmer*

\* \* \* \* \*

**PART V. ADOPTION**

This School Parental Involvement Guidelines has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

These guidelines were adopted by Signal Hill Elementary on **10/20/2025** and will be in effect for the period of the **2025-2026** school year. The school will distribute the Guidelines to all parents of participating Title I, Part A children. Signal Hill Elementary will notify parents of the Guidelines in an understandable and uniform format and, to the extent practicable, provide a copy of this Guideline to parents in a language the parents can understand.



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Scott E. Tardibuono  
Principal's Signature

10/20/2025  
Date



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## Escuela primaria Signal Hill Pautas para la participación de los padres 2025-2026

Como escuela que recibe fondos del Título I, Signal Hill hasta desarrollado un conjunto de Directrices para la Participación de los Padres en las Escuelas que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Directrices establecen las expectativas de Signal Hill en materia de participación de los padres y describen cómo la escuela implementará diversas actividades específicas de participación parental. El convenio entre el hogar y la escuela se incorpora a las Directrices para la Participación de los Padres en las Escuelas.

### **PARTE I**

Signal Hill se compromete a aplicar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes las Pautas de participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden.
- notificar a los padres sobre las Pautas de participación parental en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en idiomas que los padres puedan entender.
- Poner a disposición de la comunidad local las Directrices de participación de los padres en la escuela.
- Actualizar periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- adoptar el pacto entre la escuela y los padres como un componente de sus Directrices de participación de los padres en la escuela.
- acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

### **PARTE II.**

**CÓMO LA ESCUELA IMPLEMENTARÁ LAS PAUTAS REQUERIDAS PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA COMPONENTES**



1. La

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escuela primaria  
Signal Hill  
tomará las  
siguientes

medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres en la escuela y el plan escolar, si corresponde, de manera organizada, continua y oportuna.

Sección 1118(b) de la ESEA:

- Asistencia a una capacitación para padres y equipos del Consejo Escolar. Los temas incluyen:*
  - *Responsabilidades y funciones del SSC y sus miembros*
  - *Composición de los SSC*
  - *Consideraciones presupuestarias*
  - *Planes únicos para el logro estudiantil*
  - *Título I, requisitos y mandatos de NCLB*
  
- Reunión del plan con los padres de SSC y ELAC (en un momento conveniente) para revisar el Plan Único para el Logro Estudiantil y las Pautas del año anterior*
  - *Invitar a otros padres y partes interesadas a asistir a la reunión.*
    - *Hoja informativa*
    - *Noche de regreso a clases*
    - *Invitaciones personales de los trabajadores de la comunidad escolar*
  
- En la reunión*
  - *Revisen el Plan Escolar, las Pautas del año anterior y el Pacto entre el Hogar y la Escuela. En grupo, anoten los cambios y realicen los ajustes necesarios (eliminaciones o adiciones).*
  - *Reescribir o actualizar las Pautas de participación de los padres y los pactos entre el hogar y la escuela*
  - *Traducciones orales y escritas disponibles para padres españoles y jermes para facilitar el debate.*
  
- En la reunión anual del Título I*
- En las conferencias de padres celebradas en el primer trimestre*

2. La escuela primaria Signal Hill distribuirá a los padres de los niños participantes y a la comunidad local las Pautas de participación de los padres en la escuela de las siguientes maneras:

- SSC y ELAC*
- Sección del boletín informativo*
- Reunión anual del Título I*
- Mostrador de la oficina principal*



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- Conferencias de padres y maestros*
- Noche de regreso a clases*

3. La Escuela Primaria Signal Hill actualizará periódicamente sus Pautas de Participación de los Padres en la Escuela para satisfacer las necesidades cambiantes de los padres y la escuela a través de:

- Notificaciones de elección de escuela pública*
- Servicios complementarios*
- Intervenciones*
- En las reuniones de SSC y ELAC*
- Reuniones de información para padres*

4. La escuela primaria Signal Hill convocará una reunión anual para informar a los padres sobre lo siguiente:

Que la escuela de su hijo participe en el Título I,  
Sobre los requisitos del Título I,  
De sus derechos a participar:

- Reuniones ofrecidas en horario de mañana o tarde.*
- Invitaciones/volantes enviados a casa con cada niño en un idioma apropiado*
- Anuncio hecho en la marquesina de la escuela*
- Comidas y bebidas ofrecidas*
- Se proporciona transporte si es necesario.*
- Se ofrecen incentivos y cuidado infantil.*

5. La escuela primaria Signal Hill llevará a cabo una cantidad flexible de reuniones en distintos horarios y brindará transporte, cuidado infantil y/o visitas domiciliarias, pagadas con fondos del Título I, siempre que estos servicios se relacionen con la participación de los padres:

- Notificaciones mediante volantes/marquesinas - Boletines escolares, empresas en Comunidad*



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- Reuniones ofrecidas por la mañana, al mediodía y por la tarde.*
- Anuncios/volantes enviados a casa con cada niño en un idioma apropiado*
- Se ofrecen incentivos, refrigerios y cuidado de niños.*
- Noches familiares del Centro de recursos para padres del distrito*

6. La escuela primaria Signal Hill proporcionará información oportuna sobre los programas del Título I a los padres de los niños participantes de manera oportuna:

- Sección del boletín informativo*
- En la reunión anual del Título I*
- En el mostrador de la oficina principal*
- En las reuniones de SSC, ELAC y otras reuniones de padres*
- En las conferencias de padres y maestros*
- En la noche de regreso a clases*
- En el sitio web de la escuela*
- Calendarios mensuales de talleres de los Centros de recursos para padres del distrito postal*
- En el sitio web de Educación para Padres del Distrito*

7. La escuela primaria Signal Hill proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:

- En diversas reuniones, como:*
  - *Conferencias de padres y maestros*
  - *PadreCentro de recursosTalleres (Universidad de Padres)*
- boletines escolares*

La escuela primaria Signal Hill brindará a los padres de los niños participantes, si así lo solicitan, oportunidades de reuniones regulares para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias lo antes posible:

- Sugerencias/temas de los padres*



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- *Charlas del director*
- *Encuestas para padres*
- *Reuniones de padres*

La escuela primaria Signal Hill enviará al distrito cualquier comentario de los padres si el plan escolar se aplica.

en virtud del artículo (1114)(b)(2) no es satisfactorio para los padres de los niños participantes:

### PARTE III. COMPARTIDO RESPONSABILIDADES PARA ALTOS LOGROS ACADÉMICOS ESTUDIANTILES

1. La escuela primaria Signal Hill desarrollará la capacidad de las escuelas y los padres para una fuerte participación parental, a fin de garantizar una participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:
  - Se ofrecen capacitaciones distritales de “Capacitadores de capacitadores” para padres y personal para facilitar Talleres de educación para padres en el sitio.
    - Universidad para padres que se encuentra en el sitio web del distrito  
Directorio A-Z: Buscar P
    - “Los padres como socios de aprendizaje”: facilitado por el director o el coordinador de educación para padres (Paalquiler Universidad)
2. La escuela primaria Signal Hill incorporará el pacto entre la escuela y los padres como un componente de sus Pautas de Participación de los Padres en la Escuela:
  - *Desarrollado, discutido y revisado en las primeras reuniones del SSC (Consejo del Sitio Escolar) y del ELAC (Consejo Asesor de Estudiantes de Inglés)*
  - *Distribuido a los padres*
    - *Se envían hojas desprendibles a casa con cada estudiante en un idioma apropiado.*
    - *Firmado por los padres en las conferencias de padres y maestros*
3. La escuela primaria Signal Hill, con la ayuda de su distrito, brindará asistencia a los padres de los niños atendidos por la escuela para que



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comprendan  
temas como  
siguientes,

los  
realizando las acciones descritas en este párrafo.

- los estándares de contenido académico del Estado,
  - los estándares de rendimiento académico de los estudiantes del Estado,
  - las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas,
  - los requisitos del Título I,
  - cómo monitorear el progreso de su hijo y
  - Cómo trabajar con educadores:
    - *Calendarios - Centro de recursos para padres Talleres para padres (Universidad para padres)*
    - *Conferencia de liderazgo de padres del distrito*
    - *Conferencia Anual de Padres del Distrito*
    - *Reuniones de DCAC y ELAC*
    - *Sitio web del distrito: Conexión para padres: Grupos de padres; Pautas para padres; Información para padres. Encuesta para padres; Universidad para padres*
    - *Talleres de transición (Preparándose para la escuela secundaria, preparatoria y universidad) ofrecidos a través de los Centros de recursos para padres del distrito y AVID o GEAR UP*
    - *Vista de los padres*
4. La escuela primaria Signal Hill, con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar su rendimiento académico, como capacitación en alfabetización y el uso de tecnología, según corresponda, para fomentar la participación de los padres, mediante:
- *Talleres para padres (por determinar) una vez que los padres completen las encuestas*
  - *Conferencia de liderazgo de padres*
  - *Actividades/noches para padres del programa extraescolar WRAP*
  - *Reuniones de padres de GATE (Educación para superdotados y talentosos)*
  - *Se ofrecen capacitaciones distritales de “Formador de Formadores” para padres*
- Facilitar talleres para otros padres.*



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- Padres como compañeros de aprendizaje (Universidad de Padres)
5. La escuela primaria Signal Hill, con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios para alumnos, directores y demás personal sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo implementar y coordinar programas para padres y construir vínculos entre los padres y las escuelas, mediante:
- *Capacitación para docentes y personal (presentadores invitados o personal de la escuela)*
    - *Los padres como socios docentes*
    - *Comunicación positiva con los padres*
    - *Comprensión y enseñanza a estudiantes de diferentes culturas*
    - *Cómo llegar a los padres “difíciles de alcanzar”*
  - *Suscripciones mensuales del distrito/publicaciones “Ideas Staff Puede usar”*
6. Signal Hill Elementary, en la medida que sea posible y apropiado, coordinará e integrará programas y actividades de participación de los padres con Head Start, Reading First, Early Reading First y programas preescolares públicos y otros programas, y llevará a cabo otras actividades, como centros de recursos para padres, que alienten y apoyen a los padres a participar más plenamente en la educación de sus hijos, mediante:
- *Calendarios y ofertas del Centro de recursos para padres*
    - *Preparándose para el jardín de infantes*
    - *Jardín de infancia de transición*
  - *Promoción del Festival de Kindergarten del Distrito*
7. La escuela, en la medida que sea posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, se envíe a los padres de los niños participantes en un formato comprensible



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y

uniforme,  
 incluidos  
 formatos

alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:

- Personal de Signal Hill* Estaré haciendo las traducciones al español de los materiales escritos/notificaciones que se envían a los padres.
- Se enviarán notificaciones por escrito a **Unidad de Traducción EEP** para traducir al jemer

\* \* \* \* \*

**PARTE V. ADOPCIÓN**

Estas Pautas de Participación de los Padres en la Escuela se han desarrollado conjuntamente y se han acordado con los padres de los niños que participan en los programas del Título I, Parte A.

Estas pautas fueron adoptadas por la escuela primaria Signal Hill el **20/10/2025** y estará vigente por el período de la **2025-2026** Año escolar. La escuela distribuirá las Pautas a todos los padres de los niños participantes del Título I, Parte A. La Escuela Primaria Signal Hill notificará a los padres sobre las Pautas en un formato comprensible y uniforme y, en la medida de lo posible, les proporcionará una copia de estas Pautas en un idioma que puedan comprender.

Scott E. Tardibuono 10/20/2025  
 Firma y fecha del director



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## Signal Hill បឋមសិក្សា ការណែនាំអំពីការចូលរួមរបស់មាតាបិតា ២០២៥-២០២៦

ជាសាលាដែលទទួលបានមូលនិធិ **Title I**, ក្នុងសញ្ញា  
 បានបង្កើតសំណុំនៃគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលាដែល  
 មានព័ត៌មានដែលតម្រូវដោយផ្នែក **1118(b)** នៃច្បាប់ស្តីពីការអប់រំបឋមសិក្សា  
 និងមធ្យមសិក្សា (**ESEA**)។ គោលការណ៍ណែនាំបង្កើតការរំពឹងទុករបស់ **Signal Hill**  
 សម្រាប់ការចូលរួមរបស់មាតាបិតា  
 និងពិពណ៌នាអំពីរបៀបដែលសាលានឹងអនុវត្តសកម្មភាពការចូលរួមរបស់មាតាបិតាជា  
 កំណត់មួយចំនួន។ **Home-School compact**  
 ត្រូវបានដាក់បញ្ចូលទៅក្នុងគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់  
 សាលា។

### ផ្នែក I ក្នុងសញ្ញា

- យល់ព្រមអនុវត្តលក្ខខណ្ឌដូចខាងក្រោម៖
- រួមគ្នាអភិវឌ្ឍជាមួយឪពុកម្តាយ ចែកចាយដល់ឪពុកម្តាយរបស់កុមារដែលចូលរួម  
 ការណែនាំអំពីការចូលរួមរបស់មាតាបិតានៅសាលា ដែលសាលា  
 និងឪពុកម្តាយរបស់កុមារដែលចូលរួមបានយល់ព្រម។
  - ជូនដំណឹងដល់មាតាបិតាអំពីគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតានៅ  
 សាលាក្នុងទម្រង់ដែលអាចយល់បាន និងជាឯកសណ្ឋាន  
 ហើយក្នុងកម្រិតដែលអាចអនុវត្តបាន  
 និងចែកចាយគោលការណ៍ណែនាំទាំងនេះដល់មាតាបិតាជាភាសាដែលមាតាបិតាអា  
 ចយល់បាន។
  - ធ្វើឱ្យគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលាមានសម្រាប់ស  
 ហគមន៍មូលដ្ឋាន។
  - ធ្វើបច្ចុប្បន្នភាពជាប្រចាំនូវគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សា  
 លា ដើម្បីបំពេញតម្រូវការផ្លាស់ប្តូររបស់មាតាបិតា និងសាលា។
  - ទទួលយកការបង្រួមមាតាបិតារបស់សាលាជាធាតុផ្សំនៃគោលការណ៍ណែនាំអំពីការចូ  
 លរួមរបស់មាតាបិតារបស់សាលា។
  - យល់ព្រមគ្រប់គ្រងដោយនិយមន័យច្បាប់ខាងក្រោមនៃការចូលរួមរបស់មាតាបិតា  
 ហើយនឹងអនុវត្តកម្មវិធី សកម្មភាព និងនីតិវិធីស្របតាមនិយមន័យនេះ៖

### ផ្នែកទី II ។

របៀបដែលសាលានឹងអនុវត្តការណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលា  
សមាសធាតុ



១.

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នឹងចាត់វិធានការដូចខាងក្រោម ដើម្បីចូលរួមជាមួយមាតាបិតាក្នុងការអភិវឌ្ឍន៍រួមគ្នា និងកិច្ចព្រមព្រៀងរួមគ្នានៃគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតានៅសាលា និងផែនការទូទាំងសាលា ប្រសិនបើអាចអនុវត្តបាន ក្នុងការរៀបចំ ដំណើរការ និងទាន់ពេលវេលានៅក្រោម ផ្នែក ១១១៨(ខ) នៃ ESEA:

- ចូលរួមក្នុងវគ្គបណ្តុះបណ្តាលមួយសម្រាប់ឪពុកម្តាយ និងក្រុមរបស់ក្រុមប្រឹក្សាសាលា។ ប្រធានបទរួមមាន:
  - ទំនួលខុសត្រូវ និងតួនាទីរបស់ SSC និងសមាជិករបស់ខ្លួន។
  - សមាសភាព SSCs
  - ការពិចារណាថវិកា
  - ផែនការតែមួយសម្រាប់សមិទ្ធផលនិស្សិត
  - ចំណងជើង / តម្រូវការ និងអាណត្តិរបស់ NCLB
- កិច្ចប្រជុំផែនការជាមួយឪពុកម្តាយ SSC & ELAC (នៅពេលដំបាយស្រួល) ដើម្បីពិនិត្យមើលផែនការតែមួយសម្រាប់សមិទ្ធផលរបស់សិស្ស និងគោលការណ៍ណែនាំកាលពីឆ្នាំមុន
  - អញ្ជើញមាតាបិតា និងអ្នកពាក់ព័ន្ធផ្សេងទៀតចូលរួមកិច្ចប្រជុំ
    - ព្រឹត្តិបត្រ
    - យប់ទៅសាលាវិញ។
    - ការអញ្ជើញផ្ទាល់ខ្លួនពីបុគ្គលិកសហគមន៍សាលា
- នៅឯកិច្ចប្រជុំ
  - ពិនិត្យមើលផែនការសាលារៀន និងគោលការណ៍ណែនាំកាលពីឆ្នាំមុន និងការបង្រួមសាលានៅផ្ទះ។ ជាក្រុម ចំណាំការផ្លាស់ប្តូរ និងធ្វើការកែតម្រូវ (លុប ឬបន្ថែម) តាមចាំបាច់
  - សរសេរឡើងវិញ ឬធ្វើបច្ចុប្បន្នភាពគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតា និងបង្រួមសាលាតាមផ្ទះ
  - ការបកប្រែផ្ទាល់មាត់ និងជាលាយលក្ខណ៍អក្សរមានសម្រាប់ឪពុកម្តាយភាសាអេស្ប៉ាញ និងខ្មែរ ដើម្បីអនុញ្ញាតឱ្យមានការពិភាក្សា
- នៅឯកិច្ចប្រជុំប្រចាំឆ្នាំ Title I
- នៅឯសន្និសីទមាតាបិតាដែលធ្វើឡើងក្នុងត្រីមាសទី 1

២. Signal Hill Elementary នឹងចែកចាយដល់ឪពុកម្តាយរបស់កុមារដែលចូលរួម និងសហគមន៍មូលដ្ឋាន គោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលាតាមវិធីដូចខាងក្រោម:

- SSC & ELAC



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- ផ្នែកនៃព្រឹត្តិបត្រព័ត៌មាន
- ការប្រជុំប្រចាំឆ្នាំចំណងជើង /
- បញ្ជូនការិយាល័យធំ
- សន្និសីទគ្រួសារមាតាបិតា
- ត្រឡប់ទៅ សាលា រាត្រី វិញ

3. Signal Hill Elementary

នឹងធ្វើបច្ចុប្បន្នភាពជាប្រចាំនូវគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលា ដើម្បីបំពេញតម្រូវការផ្លាស់ប្តូររបស់មាតាបិតា និងសាលាតាមរយៈ៖

- ការជូនដំណឹងអំពីជម្រើសសាលាសាធារណៈ
- សេវាកម្មបន្ថែម
- អន្តរាគមន៍
- នៅកិច្ចប្រជុំ SSC និង ELAC
- ការប្រជុំព័ត៌មានមាតាបិតា

4. Signal Hill Elementary នឹងរៀបចំកិច្ចប្រជុំប្រចាំឆ្នាំដើម្បីជូនដំណឹងដល់មាតាបិតាទាំងឡាយអំពីដូចខាងក្រោម៖

ថាសាលារបស់កូនពួកគេចូលរួមក្នុងចំណងជើង I, អំពីតម្រូវការនៃចំណងជើង I, សិទ្ធិរបស់ពួកគេក្នុងការចូលរួម៖

- ការប្រជុំផ្តល់ជូននៅពេលព្រឹកឬពេលល្ងាច
- ការអញ្ជើញ/ប័ណ្ណផ្សព្វផ្សាយបានផ្ញើទៅផ្ទះជាមួយកុមារម្នាក់ៗជាភាសាសមរម្យមួយ។
- សេចក្តីជូនដំណឹង ស្តីពី សាលប្រជុំសាលា
- ផ្តល់ជូនអាហារ និងភេសជ្ជៈ
- ការដឹកជញ្ជូនត្រូវបានផ្តល់ជូនប្រសិនបើចាំបាច់



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- ការលើកទឹកចិត្ត និងការថែទាំកុមារត្រូវបានផ្តល់ជូន

5. Signal Hill Elementary

និងរៀបចំចំនួនការប្រជុំដែលអាចបត់បែនបានតាមពេលវេលាផ្សេងៗគ្នា និងផ្តល់ការដឹកជញ្ជូន ការថែទាំកុមារ និង/ឬ ការទៅលេងផ្ទះ ដោយបានចំណាយសម្រាប់មូលនិធិ Title I ដរាបណាសេវាកម្មទាំងនេះទាក់ទងនឹងការចូលរួមរបស់មាតាបិតា៖

- ការជូនដំណឹងតាមរយៈខិត្តប័ណ្ណ/ផ្លាកសញ្ញា- ព្រឹត្តិបត្រសាលា អាជីវកម្មក្នុងស៊ីហ្គាតមន៍
- កិច្ចប្រជុំផ្តល់ជូននៅពេលព្រឹក អាហារថ្ងៃត្រង់ និងពេលល្ងាច
- សេចក្តីជូនដំណឹង/ប័ណ្ណផ្សព្វផ្សាយបានធ្វើទៅផ្ទះជាមួយកុមារម្នាក់ៗជាភាសាសមរម្យ មួយ។
- ការលើកទឹកចិត្ត អាហារសម្រន់ និងការថែទាំកុមារត្រូវបានផ្តល់ជូន
- មជ្ឈមណ្ឌលធនធានមាតាបិតាស្រុក ព្រឹត្តិសារ

6. Signal Hill Elementary នឹងផ្តល់ព័ត៌មានទាន់ពេលវេលាអំពីកម្មវិធី Title I ដល់មាតាបិតានៃកុមារដែលចូលរួមឱ្យបានទាន់ពេលវេលា៖

- ផ្នែកនៃព្រឹត្តិបត្រព័ត៌មាន
- នៅឯកិច្ចប្រជុំប្រចាំឆ្នាំចំណងជើង /
- នៅលើបញ្ជីការិយាល័យធំ
- នៅ SSC កិច្ចប្រជុំ ELAC និងកិច្ចប្រជុំមាតាបិតាផ្សេងទៀត។
- នៅសន្និសីទគ្រូមាតាបិតា
- នៅ Back to School Night
- នៅលើគេហទំព័រសាលា

□ ប្រតិទិននៃសិក្ខាសាលាប្រចាំខែរបស់មជ្ឈមណ្ឌលធនធានមាតាបិតាស្រុក

- នៅលើគេហទំព័រអប់រំមាតាបិតាស្រុក

7. Signal Hill Elementary

នឹងផ្តល់ជូនមាតាបិតានៃកុមារដែលចូលរួមនូវការពិពណ៌នា និងការពន្យល់អំពីកម្មវិធីសិក្សាដែលកំពុងប្រើប្រាស់នៅសាលា



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ទម្រង់នៃការវាយតម្លៃការសិក្សាដែលប្រើដើម្បីវាស់ស្ទង់ការរីកចំរើនរបស់សិស្ស និងកម្រិតជំនាញដែលសិស្សត្រូវបានរំពឹងថានឹងជួប៖

- នៅក្នុងកិច្ចប្រជុំផ្សេងៗដូចជា៖
  - សន្និសីទគ្រូមាតាបិតា
  - ឪពុកម្តាយ មជ្ឈមណ្ឌលធនធាន សិក្ខាសាលា (សាកលវិទ្យាល័យមាតាបិតា)
- ព្រឹត្តិបត្រសាលា

□ Signal Hill Elementary នឹងផ្តល់ជូនមាតាបិតានៃកុមារដែលចូលរួមប្រសិនបើមានការស្នើសុំពីមាតាបិតា ឱកាសសម្រាប់ការប្រជុំទៀងទាត់ដើម្បីបង្កើតការផ្តល់យោបល់ និងចូលរួមតាមការសម្របសម្រួល ក្នុងការសម្រេចចិត្តទាក់ទងនឹងការអប់រំរបស់កូនៗរបស់ពួកគេ និងឆ្លើយតបទៅនឹងការផ្តល់យោបល់បែបនេះឱ្យបានឆាប់តាមដែលអាចធ្វើបាន៖

- ការណែនាំប្រធានបទរបស់ឪពុកម្តាយពី
  - ការជជែករបស់នាយកសាលា
  - ការស្ទង់មតិរបស់ឪពុកម្តាយ
  - ការប្រជុំមាតាបិតា

Signal Hill Elementary នឹងដាក់ជូនសង្កាត់រាល់មតិយោបល់របស់មាតាបិតា ប្រសិនបើគម្រោងនៅទូទាំងសាលា

នៅក្រោមផ្នែក (1114)(b)(2) មិនពេញចិត្តចំពោះឪពុកម្តាយរបស់កុមារដែលចូលរួម៖

ផ្នែកទី III ៗ ចែករំលែក ទំនួលខុសត្រូវ សម្រាប់សមិទ្ធផលសិក្សារបស់សិស្សខ្ពស់។

9. Signal Hill Elementary នឹងកសាងសមត្ថភាពរបស់សាលារៀន និងមាតាបិតាសម្រាប់ការចូលរួមដ៏រឹងមាំរបស់មាតាបិតា ដើម្បីធានាបាននូវការចូលរួមប្រកបដោយប្រសិទ្ធភាពរបស់មាតាបិតា និងដើម្បីគាំទ្រដល់ភាពជាដៃគូរវាងសាលាដែលពាក់ព័ន្ធ មាតាបិតា និងសហគមន៍ដើម្បីកែលម្អសមិទ្ធផលសិក្សារបស់សិស្ស តាមរយៈសកម្មភាពខាងក្រោមដែលបានពិពណ៌នាជាពិសេសខាងក្រោម៖



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- វគ្គបណ្តុះបណ្តាល "គ្រូបណ្តុះបណ្តាល" របស់ស្រុក ផ្តល់ជូនឪពុកម្តាយ និងបុគ្គលិកដើម្បីជួយសម្រួលសិក្ខាសាលាស្តីពីការអប់រំមាតាបិតានៅលើគេហទំព័រ។
  - សាកលវិទ្យាល័យឪពុកម្តាយបានរកឃើញនៅលើគេហទំព័រស្រុក ថត A-Z: ស្វែងរក P
  - 'ឪពុកម្តាយជាដៃគូសិក្សា'-- សម្របសម្រួលដោយនាយកសាលា ឬអ្នកសម្របសម្រួលការអប់រំមាតាបិតា (ប៉ាសាកលវិទ្យាល័យជួល)
  
- 2. Signal Hill Elementary នឹងរួមបញ្ចូលការបង្រៀមសាលារៀន និងឪពុកម្តាយជា ធាតុផ្សំនៃគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលា៖
  - បានបង្កើត ពិភាក្សា និងពិនិត្យឡើងវិញនៅកិច្ចប្រជុំ SSC (ក្រុមប្រឹក្សាគេហទំព័រសាលា) និង ELAC (ក្រុមប្រឹក្សាអ្នកសិក្សាភាសាអង់គ្លេស)
  - ចែកចាយដល់ឪពុកម្តាយ
    - ការបង្ហាញទឹកភ្នែកបានធ្វើទៅផ្ទះជាមួយសិស្សម្នាក់ៗជាភាសាសមរម្យ
    - ចុះហត្ថលេខាដោយមាតាបិតានៅសន្និសីទគ្រូមាតាបិតា
  
- ៣. Signal Hill Elementary នឹង ដោយមានជំនួយពីស្រុករបស់ខ្លួន ផ្តល់ជំនួយដល់ឪពុកម្តាយរបស់កុមារដែលបម្រើដោយសាលាក្នុងការយល់ដឹងអំពី ប្រធានបទដូចជាខាងក្រោម ដោយអនុវត្តសកម្មភាពដែលបានពិពណ៌នានៅក្នុងកថាខណ្ឌនេះ៖
  - ស្តង់ដារខ្លឹមសារសិក្សារបស់រដ្ឋ
  - ស្តង់ដារសមិទ្ធផលសិក្សារបស់សិស្សរបស់រដ្ឋ
  - ការវាយតម្លៃសិក្សារបស់រដ្ឋ និងមូលដ្ឋាន រួមទាំងការវាយតម្លៃជំនួស។
  - តម្រូវការនៃចំណងជើង I,
  - របៀបតាមដានវឌ្ឍនភាពរបស់កូនពួកគេ និង
  - របៀបធ្វើការជាមួយអ្នកអប់រំ៖
    - ប្រតិទិន-មជ្ឈមណ្ឌលធនធានមាតាបិតា សិក្ខាសាលាមាតាបិតា (សាកលវិទ្យាល័យមាតាបិតា)
    - សន្និសីទភាពជាអ្នកដឹកនាំមាតាបិតាថ្នាក់ស្រុក
    - សន្និសីទកំពូលមាតាបិតាប្រចាំឆ្នាំរបស់ស្រុក
    - កិច្ចប្រជុំ DCAC និង ELAC
    - គេហទំព័រស្រុក៖ ការតភ្ជាប់មាតាបិតា; ក្រុមឪពុកម្តាយ; គោលការណ៍ណែនាំរបស់ឪពុកម្តាយ; ព័ត៌មានមាតាបិតា ការស្តង់ដារមាតាបិតា; សាកលវិទ្យាល័យមាតាបិតា



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- សិក្ខាសាលាអន្តរកាល  
 (ការត្រៀមខ្លួនសម្រាប់សាលាមធ្យមសិក្សា វិទ្យាល័យ  
 និងមហាវិទ្យាល័យ)  
 ដែលផ្តល់ជូនតាមរយៈមជ្ឈមណ្ឌលធនធានមាតាបិតាក្នុងស្រុក និង  
 AVID ឬ GEAR UP
- ទិដ្ឋភាពមាតាបិតា

៤. Signal Hill Elementary នឹងផ្តល់ជំនួយពីស្រុករបស់ខ្លួន ផ្តល់សម្ភារៈ  
 និងការបណ្តុះបណ្តាល ដើម្បីជួយឪពុកម្តាយធ្វើការជាមួយកូនរបស់ពួកគេ  
 ដើម្បីបង្កើនសមិទ្ធផលសិក្សារបស់កូនពួកគេ ដូចជាការបណ្តុះបណ្តាលអក្ខរកម្ម  
 និងការប្រើប្រាស់បច្ចេកវិទ្យាតាមការសម្រេច  
 ដើម្បីជំរុញការចូលរួមរបស់មាតាបិតាដោយ៖

- សិក្ខាសាលាឪពុកម្តាយ (TBD)  
 នៅពេលដែលឪពុកម្តាយបំពេញការស្ទង់មតិ
- សន្និសីទភាពជាអ្នកដឹកនាំរបស់មាតាបិតា
- WRAP (បន្ទាប់ពីកម្មវិធីសាលា) សកម្មភាពឪពុកម្តាយ/យប់
- ការប្រជុំមាតាបិតា GATE (Gifted and Talented Education)
- វគ្គបណ្តុះបណ្តាល "គ្រូបណ្តុះបណ្តាល" របស់ស្រុក  
 ផ្តល់ជូនឪពុកម្តាយ

ដើម្បីជួយសម្រួលដល់សិក្ខាសាលាសម្រាប់ឪពុកម្តាយផ្សេងទៀត។

- 'មាតាបិតាជាដៃគូសិក្សា'  
 (សាកលវិទ្យាល័យមាតាបិតា)

៥. Signal Hill Elementary នឹង ដោយមានជំនួយពីស្រុក និងមាតាបិតា  
 អប់រំគ្រូបង្រៀន បុគ្គលិកសេវាសិស្ស នាយកសាលា និងបុគ្គលិកផ្សេងទៀត  
 អំពីរបៀបទាក់ទង និងធ្វើការជាមួយឪពុកម្តាយជាដៃគូស្មើគ្នា ក្នុងតម្លៃ  
 និងអត្ថប្រយោជន៍នៃការរួមចំណែករបស់មាតាបិតា និងក្នុងរបៀបអនុវត្ត  
 និងសម្របសម្រួលកម្មវិធីមាតាបិតា និងកសាងទំនាក់ទំនងរវាងមាតាបិតា  
 និងសាលារៀន ដោយ៖

- សេវាគ្រូបង្រៀន/បុគ្គលិក (អ្នកធ្វើបទបង្ហាញ ឬបុគ្គលិកសាលា)
  - ឪពុកម្តាយជាដៃគូរបស់គ្រូ
  - ការប្រាស្រ័យទាក់ទងជាវដ្តមានជាមួយឪពុកម្តាយ
  - ការយល់ដឹង និងការបង្រៀនសិស្សនៃវប្បធម៌ផ្សេងៗគ្នា
  - ឈានដល់ 'ពិបាកទៅដល់' ឪពុកម្តាយ
- ការជាប់រួមចំណែកស្រុក/ការបោះពុម្ពផ្សាយ "បុគ្គលិកគំនិត  
 អាចប្រើបាន"



៦.

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នឹងតាមលទ្ធភាពដែលអាចធ្វើទៅបាន និងសម្របសម្រួល សម្របសម្រួល និងរួមបញ្ចូលកម្មវិធី និងសកម្មភាពរបស់មាតាបិតាដែលមានការចូលរួមដោយ Head Start, Reading First, Early Reading First, និងសាលាមត្តេយ្យសាធារណៈ និងកម្មវិធីផ្សេងទៀត ព្រមទាំងធ្វើសកម្មភាពផ្សេងទៀត ដូចជាមជ្ឈមណ្ឌលធនធានមាតាបិតា ដែលលើកទឹកចិត្ត និងគាំទ្រឪពុកម្តាយក្នុងការចូលរួមយ៉ាងពេញលេញក្នុងការអប់រំកូនរបស់ពួកគេ ដោយ៖

- ប្រតិទិនមជ្ឈមណ្ឌលធនធានមាតាបិតា ការផ្តល់ជូន
  - ការត្រៀមខ្លួនសម្រាប់សាលាមត្តេយ្យ
  - សាលាមត្តេយ្យអន្តរកាល
- ការផ្សព្វផ្សាយព័ត៌មានបុណ្យមត្តេយ្យស្រុក

៧. សាលានឹងចាត់វិធានការដូចខាងក្រោមក្នុងកម្រិតដែលអាចធ្វើទៅបាន និងសម្របសម្រួល ដើម្បីធានាថាព័ត៌មានទាក់ទងនឹងសាលា និងកម្មវិធីមាតាបិតា ការប្រជុំ និងសកម្មភាពផ្សេងទៀតត្រូវបានធ្វើទៅឲ្យឪពុកម្តាយរបស់កុមារដែលចូលរួមក្នុង ទម្រង់ដែលអាចយល់បាន និងឯកសណ្ឋាន រួមទាំងទម្រង់ជំនួសតាមការស្នើសុំ និងក្នុងកម្រិតដែលអាចអនុវត្តបាន ជាភាសាដែលមាតាបិតាអាចយល់បាន៖

- បុគ្គលិក Signal Hill និងធ្វើការបកប្រែជាភាសាអេស្ប៉ាញនៃឯកសារ/ការជូនដំណឹងដែលត្រូវបានធ្វើទៅឲ្យឪពុកម្តាយ
- ការជូនដំណឹងជាលាយលក្ខណ៍អក្សរនឹងត្រូវបានធ្វើទៅ **អង្គភាពបកប្រែ EEP** សម្រាប់ការបកប្រែជាភាសាខ្មែរ

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ផ្នែក V.ការទទួលយក

គោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលាត្រូវបានបង្កើតឡើងរួមគ្នាជាមួយ និងយល់ព្រមជាមួយឪពុកម្តាយរបស់កុមារដែលចូលរួមក្នុងកម្មវិធី Title I, Part A ។

គោលការណ៍ណែនាំទាំងនេះត្រូវបានអនុម័តដោយ Signal Hill Elementary on **១០/២០/២០២៥** ហើយនឹងចូលជាធរមានសម្រាប់រយៈពេលនៃ **២០២៥-២០២៦** ឆ្នាំសិក្សា ។ សាលានឹងចែកចាយគោលការណ៍ណែនាំដល់មាតាបិតាទាំងអស់នៃកុមារដែលមានចំណាងជើងទី 1 ផ្នែក A ។ Signal Hill Elementary នឹងជូនដំណឹងដល់ឪពុកម្តាយអំពីគោលការណ៍ណែនាំក្នុងទម្រង់ដែលអាចយល់បាន និងឯកសណ្ឋាន



Signal Hill Elementary School  
 National Center for Urban School Transformation Award  
 Panasonic Fordham University National School Change Award  
 Title I Academic Achievement Award  
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ហើយផ្តល់ច្បាប់ចម្លងនៃគោលការណ៍ណែនាំនេះដល់ឪពុកម្តាយជាភាសាដែលឪពុក  
 ម្តាយអាចយល់បាន។

ហត្ថលេខា និងកាលបរិច្ឆេទរបស់នាយកសាលា

Scott E. Tardibuono 10/20/2025